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ABSTRACT

This guide is intended as an aid to social studies classroom teachers as they develop and implement educational programs on the United Nations. The objective is to help to counteract the scarcity of available teaching materials on the role and scope of the United Nations and its specialized agencies in the contemporary world. The guide is presented in five sections. Section I deals with students' preconceptions about the United Nations and the media's role in shaping those perceptions. It provides an overview of two concepts--interdependence and development. Section II provides an overview of the United Nations' purpose as stated in its Charter. It also discusses the organizational structure of the United Nations and identifies some of the major substantive issues on the UN agenda. Section III offers an historical perspective on the United Nations. Section IV presents an outline which students can follow when conducting case studies of the work of the United Nations in various countries. The final section contains appendices, including rules for a global energy game, the agenda of the General Assembly, and a listing of UN conferences and special sessions. Within each section, information is organized in an expanded outline format. Outline headings vary slightly from section to section but generally include background, overview, discussion questions, activities, vocabulary, and a summary of the main points. A wide variety of activities is suggested, including analyzing selected readings related to the United Nations, administering world affairs questionnaires to classmates, collecting and analyzing news clippings, keeping daily accounts reflecting how and when the world impacts on daily life, playing educational games, and doing research projects on a variety of UN-related subjects. (Author/DB)

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A Global Perspective: Teaching about the United Nations

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NATIONAL INSTITUTE OF EDUCATION

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Section One: Understanding Perceptions, Broadening Perspectives
Section Two: Introducing the United Nations
Section Three: Looking Backwards to Understand the Present
Section Four: Case Studies: Activities to Understand the UN in Action
Section Five: Appendices

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Preface

The scarcity of available teaching materials which convey the many profound changes in the role and scope of the United Nations and its specialized agencies in the contemporary world provided the stimulus for developing this teaching handbook. It is not meant to be inclusive; rather, the aim is to demonstrate ways of implementing and supplementing existing curriculum materials. The success of teaching a particular course, however, depends not only on the quality of the program but also on the innovative touch and flexibility with which the teacher uses the program.

This handbook has been divided into five sections.

Section one deals with students' preconceptions about the United Nations and the media's role in shaping those perceptions. It provides an overview of two of the concepts that guide relations between states in the twentieth century: interdependence and development.

Section two provides an overview of the United Nations' purpose as stated in its Charter, an organizational structure of the United Nations and the substantive issues on its agenda.

Section three gives an historical perspective necessary for a complete understanding of the United Nations. It outlines the factors that led to the growth of international organizations, culminating with the League of Nations and finally the United Nations itself.

Section four presents an outline students can follow to conduct case studies of the work the United Nations is doing in particular countries.

Section five, the appendices, contains rules for the "Global Energy Game," the agenda of the General Assembly, and UN conferences and special sessions.

It is hoped that this handbook helps foster students' understanding of the United Nations and its specialized agencies and provides them with the global perspective necessary to deal with the increasing complexities of the world in which they live.

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Section 1

Understanding Perceptions, Broadening Perspectives

Preconceptions about the UN — The Media's Role in Shaping Perceptions
Concepts that Guide Relations Between States

INTRODUCTION

The United Nations is a global institution in a world just beginning to sense the wholeness of its existence. Yet, because the ideas of international peace and harmony that characterized its founding have not been realized, it is often viewed by many persons in Western countries as either irrelevant or a failure. Teachers in the United States who seek merely to inform their students about the structure of the United Nations often encounter a mind-set that frustrates learning. This section seeks to evaluate the role the American media play in creating and perpetuating this mind-set. The effect of governmental attitudes toward the UN also comes under examination.

The American media — event-oriented rather than concerned with long-term processes — concentrate on occurrences at the political center of the United Nations in New York but largely ignore the activities and achievements of UN agencies and programs throughout the world. Students exposed to seeing, hearing and reading UN stories that deal with political strife only develop a resistance to learning more about the world organization.

In its early years, when most of the UN's Member States were white and Western, and when the US could count on a majority in General Assembly votes, the media stressed the UN's help in expediting US foreign policy. As a result, many Americans came to believe that this was the major benefit of US participation in the United Nations. Now, with the number of Member States more than tripled since the UN's beginning, American interests are not always accommodated. Because the media harp on the controversy thus created, many US citizens never learn of the effective job the UN does in developing the substance of peace and in providing the means for groups and nations to solve common problems. The debate on Afghanistan or on the American hostages in Iran in the Security Council or the General Assembly does not immediately resolve these crises. To many Americans the question thus arises: Why bother at all? Students, to gain an understanding of the nature and value of the United Nations, must first develop a global perspective far different from that of the evening network news or from the urgent foreign policy concerns of the State Department in the midst of a crisis.

UNDERSTANDING PERCEPTIONS

PRECONCEPTIONS

If one chooses to teach about the United Nations, the first step should be an exercise that elicits students' views about the organization. They must be aware of their attitudes toward the UN, as well as the sources of these attitudes. Have students keep a file or notebook on their activities throughout the unit. As they acquire more knowledge and their perceptions about the UN change, they will be able to see the process of learning, as well as understand the substance of it. The following activities can be used to illustrate both perceptions and their sources.

ACTIVITY ONE: "What I Know About the United Nations"

Using information found in *Basic Facts About the United Nations* or *A Reference Guide to the United Nations* (both available from UNA-USA), develop a questionnaire about the United Nations — its purpose, function, and structure. Student responses will serve both as a pre-test of how much information they need to be given on the UN, and as a discussion starter for their perceptions about the United Nations prior to their classroom introduction. Teachers may use the following questionnaire, or may devise one suited for their specific objectives.

Questionnaire

OBJECTIVE

1. When was the UN founded?
2. How many countries were original members?
3. How many countries are currently members?
4. What are the six official languages of the UN?
5. What are the founding purposes and principles of the UN Charter?
6. What is the Security Council? Which countries are permanent members?
7. Describe how the General Assembly functions.
8. What are some current issues being considered by the UN?

SUBJECTIVE

1. What are some of the UN's successes?
2. What are some of its failures?

ACTIVITY TWO: "How I Learned about the United Nations"

Divide the class into small groups of 5-7 students. Assign each group a certain number of the questions that were asked in Activity One. Have them analyze the answers, listing possible sources for the information. Bring the class together to discuss the entire questionnaire. What possible sources did students in other groups suggest? Did they answer each question similarly? Are there geographic or ethnic biases reflected in their answers? (Some possible sources: newspapers, television, Trick or Treat for UNICEF, school, parents, friends, church, etc.)

THE MEDIA'S ROLE IN SHAPING PERCEPTIONS

The students should focus next on the relationship between the media and popular perceptions. To make the exercise valuable, attention should center on the kind of analysis that occurs in the newspapers, magazines, and other sources of opinion. It should be noted that the American media treat the United Nations just as it does any other phenomenon, and young people's view of events reflect a similar approach. Both are culture-bound and event-oriented. Having students sense this about their perceptions, as well as about the source of their news, is a valuable lesson in itself, whether or not they learn anything about the United Nations.

Robert Hanvey, in his article "An Attainable Global Perspective," (CTIR), points out an intriguing characteristic of the relationship between student perspectives and the media: Novelty means notice. He states:

> The media are event-centered. A volcano is of interest to them only when it erupts. The pattern is that the general perception of important phenomena is limited and distorted; the public sees only those manifestations that are novel enough to rise about the media's threshold of excitability. But the phenomena . . . continue to affect our lives, viable or not. In fairness to the media it must be admitted that such phenomena are not, by and large, intrinsically interesting to most people. And interest is what keeps newspapers and television stations alive. It must also be admitted that *some* newspapers provide extremely important resources for broad public education, and that the television networks occasionally reach millions with significant documentaries and background stories. But the general characterization of the media as event-centered is not, I think, unreasonable.

It is particularly critical to grasp this concept when learning about the United Nations. With its emphasis on "newsworthiness," the media distort the public's understanding of long-term phenomena such as the United Nations, often relegating it to obscurity unless a controversial issue is under discussion, or an "exciting" committee is meeting. This skewed perspective relates also to expectations people have of the UN as well as to what is actually happening.

ACTIVITY THREE: "Understanding the Media's Perspective"

Form three groups of students. Assign one of these activities to each group:

Group One: Crisis-Orientation of the Media

Examine the front page of *The New York Times* or other newspapers for stories that mention the United Nations. What do they cover? Day-to-day events, or "crisis situations" (like the emergency special session on Palestine)? What types of other international news are reported? National news? Local news?

Students will see that the media are crisis-oriented in local and national, as well as international, news. If the assignment is expanded to cover the news of the past four decades, students may find that some long-term phenomena that are important today were either misreported or "buried" in the back pages of the paper in the past.

Group Two: Culture-Based News Reporting

Check back in 1979 newspapers for coverage of both Carl Yastrzemski's and Lou Brock's major achievements in baseball: each hit their 3,000th career hit that year. Where in the paper did each item appear? How long were the articles on both players?

Students will discover that the teams' proximity to New York, the center of much of the nation's sports reporting, appears to influence the stories. Another influence on the publicity about each event might be the racial origins of the players. To what extent is such reporting "culture-bound"? Consider the stories from the point of view of someone who does not know or care about baseball. How well do the stories explain the significance of the event? (The teacher might have the baseball coach explain the enormous technical skill needed to accomplish such a feat.)

Group Three: Changing Perceptions of Long-Term Phenomena

Look at back issues of *Life* magazine from 1959-1964, concentrating on articles and advertisements for automobiles. Where did professionals in the field and advertisers place their emphasis? Compare these ads and articles with today's magazines. Where is the emphasis now? Has it changed significantly?

Students will find that the major emphasis during the Fifties and early Sixties was on size and cylinders — the bigger, the better. "Extras" such as huge side fins were considered chic — all of which meant heavier cars and lower and lower mileage. 1964 was the last year that the United States was self-sufficient in oil. How has that affected the automobile industry? What do the differences in emphasis suggest about the relationship between values, long-term events, and change?

Have the students from each group compare their findings. Did the other groups arrive at the same conclusions? What conclusions can be inferred about the sources of their perceptions?

Students should be encouraged to develop an analytical perspective whenever they read newspapers and newsmagazines or watch the evening news. Part of acquiring a global perspective is developing a sense of how local and national news are affected by the international scene, as well as how they impact on it. A good way to have students acquire the habit of reading or seeing the news regularly is to assign groups of students to prepare weekly news summaries, including an analysis of the news. "The Week in Review" section of *The Sunday New York Times* can be used as a prototype. Make sure that the summaries include the entire spectrum of news stories: international, local, national, cultural, sports, etc. By the end of the unit or course, students should have acquired the habit of reading the news regularly, as well as of analyzing the perceptions that color the writers and readers of the news.

PERSPECTIVES

Once students have gained a sense of their own knowledge, its limitations, and its sources, they can begin to develop a perspective of how the United Nations fits into the world of the twentieth century. One of the primary concepts that guides international relations in the latter half of the twentieth century is interdependence. Increasingly, we are beginning to realize that we cannot exist in "Splendid Isolation" forever; our food and gas bills provide ample evidence that there is an entire world beyond our shores. A little story by Robert Hanvey, also from "An Attainable Global Perspective," may be a good way to introduce the increasing interdependence of the international community to students:

> Imagine a land of permanent dusk, a rough terrain through which winds a darkly gleaming river. Here and there across the landscape and along the river campfires glow. Around each fire a cluster of people, huddled against the dark, preoccupied with its own affairs. From time to time, there are forays into the area away from the light of the campfires and sometimes a brief contact with other groups. Not always a very rewarding contact. Each group has developed distinctive ways of living, ways that seem appropriate and natural to its members, bizarre and threatening to outsiders. But the dark separates and allows each group to cultivate its own mysteries and what it sees as its own territory, the area illuminated by the flickering light of its own campfire. And in the dark the downstream group does not know that the upstream group abides by the same river. Or even that it *is* a river and not a sea.
>
> But now imagine (bear with me!) that the long night begins to end. The campfires which had once been the center of each group's existence now seem pale and the whole landscape is etched by brightness and shadow. The people stand amazed and trembling, their previous perceptions and understandings and myths washed away by the glare. The hills, each of which in the dark had been experienced singly, are now seen to be connected, forming a chain. Each group along the river sees for the first time that other groups share the same flowing waters. There are patterns to be seen — valleys and forests and a network of trails, a yellow and dusty embroidery of meadows vividly green. Outcroppings of rock that in the dark had seemed mysterious and ominous are shorn of their personalities and reduced to the ordinary. And other peoples that in the dark had seemed mysterious and sometimes ominous now look only awkward and a bit unsure.

Hanvey labels this story a fantasy, but one that renders "a fair description of the situation in which the human species finds itself." Some students may find difficulty with the analogy, but considering the world in the aftermath of the communications revolution in this century may make it considerably clearer. The world is no longer a system of discrete countries, with little or no cross-boundary communications. Rather, an event in any part of the globe is flashed almost simultaneously onto the television screens and radio receivers of the rest of the world, thanks to modern technology.

For most people, however, it is still easier to focus upon a limited crisis such as Iran, on an unlimited vision such as outer space, or even the tiny world of 'self' through the self-realization movements, than it is to look really hard at "spaceship earth." Yet the interdependent condition of our society underlies all human activity, even though no one seems quite certain how it works. Little attention has been given to the insecurity which may be caused by our greater knowledge of the world, its interconnectedness and problems, by institutions other than the United Nations.

To give students a consciousness of the tremendous support system that permits their lives to be what they are, one needs to use a series of exercises in "conceptual block-busting." These are exercises by which participants are made aware of their perspectives on problems and issues, and also develop new ways of looking at the same situations.

ACTIVITY ONE: "My Global Diary" (Taken from Lee Anderson, *Schooling and Citizenship for a Global Age.*)

Have each student keep a daily account of his activities for a week, starting with the moment his alarm clock goes off. After each account, have him re-write the entry, noting when the world impacts on his daily life. For instance, he may have a Japanese alarm clock, or eat peanut butter produced by a transnational corporation. By the end of the week, the student should have developed quite a sense of how interrelated the world has become.

ACTIVITY TWO: "Our Town in the World, the World in Our Town"

Locate your town on a map of the world. With yarn or string, have the students connect your town with each country in the world that relates to it in some manner. The community should be an integral part of this exercise; students can do a survey to find out ethnic origins of the citizens, who has traveled to other parts of the world, who has relatives living out of the country, which businesses have concerns in other countries, or a business that relies on some other nation (e.g., restaurants).

DEVELOPMENT

The process of development is probably the most important factor in global interdependence. More than two-thirds of the nations of the world are considered to be "developing," but they are also the repositories of vast raw materials needed by the industrialized nations to maintain their level of development. The realization that the industrialized nations of the "North" are in many ways "have-nots" has given the developing nations of the "South" incredible bargaining power in the search for a new international economic order based on equality of development opportunities. The "North-South Dialogue" that has resulted from the needs of both industrialized and developing nations has taken place primarily in the forum provided by the United Nations and its specialized agencies.

It is important that students understand how development issues and interdependence are related, and how the United Nations fits into that schema. The following scenarios are designed to introduce the students to issues that affect them personally, that affect the US image in the world, and that impact on the development process.

ACTIVITY THREE: "Trade Interdependencies — A Debate"

One of the most visible linkages of interdependence is between domestic economies and the world economy. This is especially true for the United States, where any action taken to protect American products will have some impact on the world economy.

Question:
Should the US impose trade restrictions on the importation of Japanese automobiles?

Actors:
Automobile Industry (labor and management)
US Government
Japanese Government

Task:
To negotiate an agreement between the US and Japan on trade barriers to foreign auto imports.

Ramifications:
What are Trade Barriers? How do they impact on each country's image abroad? Does the world's perception (image) of the United States have an impact on the interests of each group? What long-term effects do trade barriers have on the US economy, in terms of productivity and revitalization of the national economy? On the world economy?

ACTIVITY FOUR: "Human Rights and Economics — A Scenario"

South Africa has a social system known as *apartheid,* which is based on the principle of racial segregation, and white minority rule of the black majority. Many UN members believe that the economic support given to the South African regime by transnational corporations is the major obstacle to the elimination of *apartheid.*

Question:
Should human rights issues influence economic decisions?

Actors:
US Business (with holdings in South Africa)
US Government
International Human Rights Agencies
(i.e., UN Human Rights Commission and Amnesty International)

Task:
To negotiate a US policy on relations with South Africa.

Ramifications:
By maintaining economic ties with South Africa, do we increase our ability to persuade the government to change its official policy? Or are we merely encouraging the South African government to continue its policies? What impact will our policy have on our relations with other countries, especially the Third World? How difficult is it to reconcile economic and human rights interests?

The last two activities are adaptable to a wide variety of local issues that include a global element. They are particularly helpful in showing students how local, national, and international concerns and interests overlap and impact on each other.

ACTIVITY FIVE: "Games to Stimulate Interest and Awareness"

In the appendices is a simulation game that deals with interdependence of the international community on energy issues. "The Global Energy Game" is geared to show students the benefit of international cooperation on the critical energy situation, and the dangers of energy "isolationism."

Another excellent simulation game that allows students to see the relationship between rich and poor, the importance of cooperation, and the investment both rich and poor have in change is STARPOWER. Directions for the game can be purchased from: SIMILE II, P.O. Box 1023, La Jolla, CA 92037, as can the entire game kit. *Focusing on Global Poverty and Development: A Resource Book for Educators,* by Jayne Millar Wood (Overseas Development Council), also contains many useful exercises.

SUMMARY OF MAIN POINTS

1. Students have preconceived ideas and often a great deal of misinformation about the UN. They should be made aware of their attitudes as well as the sources of their attitudes.
2. The media with its emphasis on "newsworthiness" tends to be event-oriented and often neglects less dramatic ongoing activities. This often distorts the public's understanding of "long-term" phenomena such as the UN.
3. Students should be taught to read the newspaper analytically, being sensitive to a possible cultural bias in the reporting of world events.
4. Two of the principal issues that guide international relations in the latter half of the twentieth century are interdependence and development.

QUESTIONS FOR DISCUSSION

1. Why has the UN fallen into disfavor in the view of many Americans?
2. Discuss how the media, specifically newspapers and television news reports, help shape the public's attitudes on "the news." Speculate as to reasons why.
3. Discuss how interdependence affects international relations.
4. How is the US dependent on the rest of the world?

Section 2

Introducing the United Nations

The UN Charter — The Organizational Structure of the UN — Substantive Issues before the UN

THE UN CHARTER

The United Nations was envisioned by its founders as a cooperative effort to "save succeeding generations from the scourge of war," and to "promote social progress and better standards of life in larger freedom" for all people, without regard to race, sex, language, or religion. The UN's purposes, as stated in the Charter, are fourfold:

1. To maintain international peace and security.
2. To develop friendly relations among nations based on respect for the principles of equal rights and self-determination for all peoples.
3. To achieve international cooperation in solving international problems of an economic, social, cultural, or humanitarian nature, and in promoting and encouraging respect for human rights and for fundamental freedoms for all.
4. To be a center for harmonizing the actions of nations in the attainment of these common ends.

THE STRUCTURE OF THE UN

In order to fulfill these purposes, especially the last one, the United Nations has adapted structurally over the past three and a half decades to meet the changing constraints of the international system. Originally seen as primarily a collective security organization, the large increase in economically less developed countries has shifted much of the emphasis of the United Nations to the problems of development. Consequently, the United Nations has created new machinery to cope with these problems. There are four segments of the UN "Family":

1. **PRINCIPAL ORGANS:** The Charter established six principal organs to coordinate the work of the United Nations. They have final authority within their areas of competency.
2. **SPECIALIZED AGENCIES:** The Charter provides that intergovernmental agencies dealing with a specific technical area or issue can be brought into relationship with the United Nations. There are 17 of these "specialized" agencies.
3. **SUBSIDIARY ORGANS:** These organs are on-going programs of the United Nations, set up to deal with a specific area or problem. Their membership is open to all members of the United Nations.
4. **VOLUNTARY PROGRAMS:** Similar to the subsidiary organs, these programs are funded totally through voluntary contributions from the Member States of the United Nations.

PRINCIPAL ORGANS

THE GENERAL ASSEMBLY

The General Assembly (GA) is the primary deliberative organ of the United Nations. Its membership comprises all of the members of the organization. It has the authority to discuss and make recommendations on any matter within the scope of the Charter. Its decisions are not binding on Member States, but carry the weight of world opinion. All of the organs, programs, and agencies of the UN system report to the GA through its seven Main Committees. (Please consult the appendices for a detailed description of the structure, function, and procedure of the General Assembly.)

THE SECURITY COUNCIL

The Security Council (SC) has the primary responsibility for the maintenance of international peace and security. It has 15 members, ten of whom are elected for two-year terms, and five of whom are permanent members (China, France, Soviet Union, United Kingdom, United States). Each member of the Council has one vote, but the concurring votes of the five permanent members are needed to approve decisions on substantive matters. Decisions of the Security Council are binding on all Members States of the organization. (See appendices for a complete outline of the Council.)

THE ECONOMIC AND SOCIAL COUNCIL

The Economic and Social Council (ECOSOC) is charged with the responsibility of coordinating the economic and social work of the UN, including the work of the specialized agencies and subsidiary organs and voluntary programs. The Economic and Social Council has 54 members, elected for three-year terms. Eighteen members are elected each year by the General Assembly, under whose authority the Council operates. The Council makes recommendations and initiates activities relating to development, trade, human rights, science and technology, social development, natural resources, population, and any other economic or social question before the United Nations. (For a more detailed description, see the appendices.)

THE TRUSTEESHIP COUNCIL

The Trusteeship Council (TC) was designed to replace the League of Nations mandate system, in administering Trust and Non-Self-Governing territories. Of the 11 original Trust territories, only the Pacific Islands (Micronesia), administered by the United States, remains under the jurisdiction of the Council. The membership of the Council presently consists of the five permanent members of the Security Council.

THE INTERNATIONAL COURT OF JUSTICE

The International Court of Justice (ICJ) is the principal judicial organ of the United Nations. Unlike the other principal organs, its seat is at the Hague, Netherlands. Its Statute is an integral part of the UN Charter, making all Member States automatically Parties to the Court. It has 15 judges, elected for nine-year terms. No two Justices are from the same country, and are elected by a joint election in the General Assembly and the Security Council. The court has jurisdiction over all questions referred to it by Member States, over matters provided for in the Charter and in international treaties and conventions. It may also give advisory opinions on questions referred to it by the General Assembly and its organs, and the Security Council.

THE SECRETARIAT

The Secretariat serves as the administrative organ for the United Nations. It is headed by the Secretary-General, appointed by the General Assembly on the recommendation of the Security Council. The international staff, which makes up the Secretariat, is responsible for carrying out the day-to-day work required by the decisions of the organs and programs of the UN, both at Headquarters in New York and in the field. The staff works for the world organization rather than for the country of their nationality.

SPECIALIZED AGENCIES

FOOD AND AGRICULTURE ORGANIZATION OF THE UNITED NATIONS (FAO)

established:
16 October 1945
membership:
144 nations
purpose:
to raise nutrition levels and standards of living, improve production and food distribution; alleviate world hunger, especially through improving the condition of rural populations.

GENERAL AGREEMENT ON TARIFFS AND TRADE (GATT)

established:
January 1948
membership:
84 signatory nations, and 27 countries under special arrangements
purpose:
to promote a code of conduct for international trade, with special emphasis on trade and development, and trade problems of developing nations.

INTERNATIONAL BANK FOR RECONSTRUCTION AND DEVELOPMENT (IBRD or World Bank)

established:
27 December 1945
membership:
130 nations
purpose:
to assist in the reconstruction and development of members' territories by facilitating capital investment for productive purposes; to promote private foreign investment, and to supplement such investment with its own funds when it is not readily available; to encourage international investment in development of members' productive resources to maintain balance of payments equilibrium and the growth of international trade.

INTERNATIONAL CIVIL AVIATION ORGANIZATION (ICAO)

established:
4 April 1947
membership:
142 nations
purpose:
to promote and facilitate the safety, regularity, and efficiency of international civil air transport.

INTERNATIONAL DEVELOPMENT AGENCY (IDA or World Bank Group)

established:
September 1960
membership:
119 nations

10

purpose:
to promote economic development, increase productivity, and raise standards of living in the poorest nations by providing financing of crucial development projects on easier terms than the IBRD.

INTERNATIONAL FUND FOR AGRICULTURAL DEVELOPMENT (IFAD)
established:
30 November 1977
membership:
106 nations
purpose:
to provide additional resources for agricultural and rural development, especially for the poorest rural populations.

INTERNATIONAL FINANCE CORPORATION (IFC or World Bank Group)
established:
30 November 1977
membership:
106 nations
purpose:
to assist the IBRD in encouraging economic development through growth in the private sector of the less developed countries.

INTERNATIONAL LABOR ORGANIZATION (ILO)
established:
1919
membership:
137 nations
purpose:
to promote social justice and world peace by improving labor conditions and living standards.

INTER-GOVERNMENTAL MARITIME CONSULTATIVE ORGANIZATION (IMCO)
established:
17 March 1958
membership:
107 member nations, and 1 associate member
purpose:
to promote intergovernmental cooperation and information exchanges on technical matters affecting shipping, and the highest standards of maritime safety and efficient navigation.

INTERNATIONAL MONETARY FUND (IMF or Fund)
established:
27 December 1945
membership:
132 nations
purpose:
to promote international monetary cooperation and the expansion of international trade; to promote exchange stability, the maintenance of orderly exchange arrangements among members and the avoidance of competitive exchange depreciations; and to assist in the establishment of a multilateral system of payments for currency transactions and the elimination of foreign exchange restrictions.

INTERNATIONAL TELECOMMUNICATION UNION (ITU)
established:
1865 as the International Telegraph Union; 1934 as ITU
membership:
154 nations
purpose:
the maintenance and promotion of international cooperation in the improvement and rational use of telecommunications; the development and operation of technical facilities; to harmonize the actions of nations in attaining these common goals.

UNITED NATIONS EDUCATIONAL, SCIENTIFIC, AND CULTURAL ORGANIZATION (UNESCO)
established:
4 November 1946
membership:
144 member nations, and 2 associate members
purpose:
to promote international peace and security by furthering universal respect for justice, law, human rights and fundamental freedoms for all persons, through education, science, culture, and communication.

UNIVERSAL POSTAL UNION (UPU)
established:
1 July 1875 (as the General Postal Union)
membership:
159 countries and territories
purpose:
to form a single postal territory of countries for the exchange of letter-post items; to promote the organization and improvement of postal services, and international cooperation in this area; and to participate in technical assistance programs for member countries.

WORLD HEALTH ORGANIZATION (WHO)
established:
7 April 1948
membership:
150 member states and 2 associate members
purpose:
"the attainment by all peoples of a level of health that will permit them to lead a socially and economically productive life." (General Assembly, 1977)

WORLD INTELLECTUAL PROPERTY ORGANIZATION (WIPO)
established:
26 April 1970
membership:
79 nations
purpose:
to promote the protection of intellectual property through international cooperation; to administer multilateral "unions" on various aspects of intellectual property.

WORLD METEOROLOGICAL ORGANIZATION (WMO)
established:
1951
membership:
148 states and territories
purpose:
to facilitate international cooperation in providing meteorological services and observations.

INTERNATIONAL ATOMIC ENERGY AGENCY (IAEA)
established:
29 July 1957
membership:
110 nations
purpose:
"to accelerate and enlarge the contribution of atomic energy to world peace, health and prosperity throughout the world," and to "ensure, so far as it is able, that assistance provided by it or at its request is not used in such a way as to further any military purpose." (Statute, IAEA)

SUBSIDIARY ORGANS AND VOLUNTARY PROGRAMS

UNITED NATIONS CONFERENCE ON TRADE AND DEVELOPMENT (UNCTAD): deals with trade and aid issues.

OFFICE OF THE UNITED NATIONS DISASTER RELIEF COORDINATOR (UNDRO): coordinates relief activities, and promotes pre-disaster planning and prediction.

UNITED NATIONS INDUSTRIAL DEVELOPMENT ORGANIZATION (UNIDO): provides industrial development assistance to developing nations.

UNITED NATIONS INSTITUTE FOR TRAINING AND RESEARCH (UNITAR): trains diplomatic personnel and studies problems of concern to the international community.

UNITED NATIONS UNIVERSITY (UNU): is a research institution on global problems, utilizing an interdisciplinary approach for study.

WORLD FOOD COUNCIL (WFC): deals with food problems, especially food production.

OFFICE OF THE HIGH COMMISSIONER FOR REFUGEES (UNHCR): provides legal protection and permanent solutions for refugee problems on a humanitarian basis.

UNITED NATIONS CHILDREN'S FUND (UNICEF): helps developing countries improve the conditions of children and youth.

UNITED NATIONS FUND FOR POPULATION ACTIVITIES (UNFPA): deals with problems caused by and affecting world population.

UNITED NATIONS DEVELOPMENT PROGRAM (UNDP): supports and promotes projects for development.

UNITED NATIONS ENVIRONMENT PROGRAM (UNEP): promotes the protection of the human environment.

UNITED NATIONS FUND FOR DRUG ABUSE CONTROL (UNFDAC): works to strengthen international control of illicit drugs.

UNITED NATIONS RELIEF AND WORKS AGENCY FOR PALESTINE REFUGEES IN THE NEAR EAST (UNRWA): assists Palestinian refugees displaced by Arab-Israeli hostilities.

WORLD FOOD PROGRAM (WFP): supports food projects and relieves emergency food needs.

Students learning about the United Nations need to have a good background knowledge of the structure and function of these segments of the United Nations system before they will understand how these agencies deal with global problems and the process of development. The UN Charter is the primary source of information about the United Nations, and should be consulted throughout this section of the unit. Once the students have studied the structure of the UN system, a brief quiz may be the best way to evaluate how much knowledge they have acquired. Re-doing the questionnaire in the first section will show how far they have advanced over the course of the unit rather dramatically.

ACTIVITY ONE: "Acronyms for UN Agencies"

A fun way to see what the students know about the acronyms for which the UN is famous is to conduct a "Spelling Bee." Divide the class into two teams; give the first person an acronym and have him identify it. If he cannot, the clue goes to the other team. If a team identifies a clue properly, it is given another, and so on, throughout the list of UN specialized agencies, liberation organizations, committees, and other bodies.

SUBSTANTIVE ISSUES BEFORE THE UN

Once the formal structure has been learned and the students are familiar with the history and purpose of the organization, they can learn about the structure through the substantive issues that the United Nations deals with. This approach will also give students an idea of the vast scope of global problems confronting the international community in the twentieth century. It is important that the nature of the problem be examined thoroughly before the UN agencies that deal with it are discussed. Some possible issue areas:

Population:
Population Commission of ECOSOC; Fund for Population Activities

Food and Hunger:
World Food Council; World Food Programme; Food and Agriculture Organization; International Fund for Agricultural Development; United Nations Children's Fund

Human Rights:
Human Rights Committee; Commission on Human Rights; Special Committee Against Apartheid; Social, Humanitarian and Cultural Committee; UNICEF; High Commissioner For Refugees

Outer Space:
Committee on the Peaceful Uses of Outer Space; UN Environment Programme; World Meteorological Organization

Disarmament:
First Committee of the General Assembly; Disarmament Commission; Committee on Disarmament; International Atomic Energy Agency

ACTIVITY TWO: "Issues before the UN"

Divide the class into groups comprising of from 5-7 members. Given a list of substantive issues currently before the UN, have students rank order the issues according to their relative importance. Each group should develop criteria and a rationale for its decisions. Then bring the class back together and try to arrive at a class consensus.

Development has become the overriding concern of the United Nations in the past twenty years. Structurally, the UN has responded by creating a variety of mechanisms to deal with every aspect of the development process, from technical assistance programs to political fora. Before they begin a study of UN development machinery it is especially important that students understand what development is, why every nation in the world is concerned about it, and most importantly, how development impacts on the United States. Some agencies that should be examined:

UN Conference on Trade and Development
UN Development Program
Committee of the Whole on Global Economic Issues
UN Industrial Development Organization
Food and Agriculture Organization

The World Bank Group
International Fund for Agricultural Development
International Labor Organization
UN Children's Fund
World Food Program

In looking first at global issues that concern the United Nations, and then at the question of development, it should be obvious that development is inextricably related to these global problems. It is the contention of Third World nations that development must be facilitated before the other problems can be solved. It is crucial for American students to understand this perspective, which is born of drastically different standards of living and living conditions from those to which they are accustomed.

At this point, it may be useful to play STARPOWER again, stressing the different wealth levels of the three groups, and how it feels to be a triangle rather than a square. The Global Energy Game will also show students how development, global problems, and interdependence are interconnected.

The students should by now have a fairly clear idea of both the substantive and structural aspects of the United Nations and its "Family." As a final segment of the unit, they should learn about the political processes that dictate what and how the UN can accomplish solutions to the issues that confront it. Simulations of the UN are some of the most fruitful exercises in this respect. They can be done in the classroom, or the class can also act as preparation for participation in a Model United Nations conference. Usually, the General Assembly and Security Council are the organs that are simulated, but the governing bodies of the specialized agencies and subsidiary organs can also be simulated, and provide deeper insights into the specifics of global issues and the development process. The Model UN and Youth Department of UNA-USA can help you with the design of simulation to fit your classroom needs.

SUMMARY OF MAIN POINTS

1. As originally envisioned, the UN's primary mission was the maintenance of peace and the promotion of social progress.
2. As a result of the increasing membership of less developed countries, the UN has shifted much of its emphasis to the problems of development.
3. The UN has adapted to its shifting agenda by creating new agencies to deal with the problems of development.

DISCUSSION QUESTIONS

1. To what extent has the UN been successful in fulfilling its objectives as stated in the Charter? Enumerate some of its successes and failures.
2. What is development? Why is it of paramount importance to the UN's membership? To what extent does this issue affect the United States and other developed nations?

Section 3

Looking Backward to Understand the Present

Demise of the Imperial Dream — Confirmation of the State-System — Emergence of International Organizations — The League of Nations — The United Nations

INTRODUCTION

In learning about the United Nations thus far, the student has confronted his or her perceptions about both the world and the institution. By developing a more global perspective before studying the structure of the organization, the student has been able to overcome the ragged perceptions born of the evening news. Nevertheless, any survey of the institution is bound to have a static bias to it. One looks at what is — now. Yet, neither the interdependent and developing world, nor the United Nations itself, stops its evolution. To return to Hanvey's parable, the very novelty of the understanding of human connections and the consequent need for a universal institution that permits human beings to cope with the complexity of what they have created, ensures a rapid pace to change. To learn more than a factual notion of the United Nations, the historical and active context of the organization must be examined. The student, the world, and the UN will all continue to develop during the student's lifetime. The goal of any curriculum should be to develop an understanding to accompany that process.

In order to move beyond the simple view that the UN is a good thing, a bad thing, or that it does not matter, the student should look to the history of the modern world to see its status as a necessary institution. The United Nations must be seen in its historical context. A simple history lesson, using materials that are contained in a school already — a few maps, and some World History or European History textbooks — should suffice. It might be that another teacher, whose specialty is world history, could be used as an outside resource person.

INTERDEPENDENCE

Interdependence has become a catchword, its precise meaning becoming grey with overuse. The interconnectedness of the world, however, is hardly new. The "spaceship" Earth is an ecosystem. Knowledge and disease have traveled paths that existed well before any organizations were formed to regulate such exchange. Historians have charted the course of the sweet potato's production and use from Indonesia to South America to Europe and finally to some evening meal in Omaha. Those very same islands sent silk to Imperial Rome. Yet that meager exchange and diffusion differ in quality and kind from the high speed transfer of scientific knowledge and technology of today, and even more from the global productive capacity of such giant corporations as the Swiss-owned Nestlés. The awareness of the increasing pace and complexity of exchange, and of the dependency of all life forms on their environment, will not by itself ensure understanding of the idea of the United Nations. What is needed is to grasp the relative novelty of the world's political structure that demands that if there were not a United Nations, we would have to create one.

HISTORY

DEMISE OF THE IMPERIAL DREAM — CONFIRMATION OF THE STATE SYSTEM

Lee Anderson sketches the argument for understanding the modern and contemporary history that is the proper context for appreciating the role of the United Nations:

> . . . the emergence of a single worldwide international system is the result of three major historical processes. European colonization of the world coupled with decolonization resulted in the worldwide diffusion of the modern European state system. Within the international system, power has become increasingly decentralized. European hegemony was undermined by the rise of the United States and the Soviet Union. In turn, the polarized international system was undermined by the emergence of Japan and China as major powers and by the growing autonomy of Europe. This consortium of industrialized nations is in turn being challenged by the expanding power of some of the Third World states. In short, we have seen the emergence of a worldwide international system and are now witnessing a growing polycentrism in the distribution of power within the system.

The period from the Renaissance to the end of the Thirty Years War (1648) established a transition in the political structure of the world. Prior to that time, most political centers aspired to the form of empire — a huge, sprawling, self-contained political structure often bounded by natural limits. Rome, China, the Inca Empire, Persia, and Alexander's dream were the model political organizations. Smaller units existed, of course, but they usually had but local importance. In such imperial states, little concern was given to relations with other imperial structures. Border problems existed, certainly, but the Great Wall of China best symbolizes the attitude and need of the giant empires to those outside their sphere.

Two major events occurred in Europe, while still considered a backwater by many, to cause a shift in world political development.* One was the development of colonies by European states, particularly non-contiguous colonies, since little progress had been made by directly assaulting the vast territories controlled by Islam. The drive to empire existed then in Europe, but circumstances made this development quite different from the gradual expansion that occurred in Rome or China's history. The examination of any historical atlas, or even a textbook with a good map section, would make this obvious to students. The other event causing Europe to chart a new course in political structures was the Thirty Years War (1618-1648). The war itself, a long, complex, devastating struggle within the Holy Roman Empire, was ostensibly fought as a religious war between Protestants and Catholics. The religious issues ended in a draw, indeed lost most of their importance after the first few years of the war. Of greater significance was the confirmation of the state-system, rather than the imperial dream of the Hapsburg family, known as "republica christiana." Such a reality would have brought many of their colonies under a unified authority, and been more typical of the traditional empires. Indeed, the memory of Rome's glory formed a part of the motivation of such a dream. While several more attempts were made to bring imperial unity to Europe, the solidity of the system that divided the territory into discreet, sovereign units could not be undone. That pattern demanded inter-state organizations to deal with a myriad of problems that would have been matters for an imperial bureaucracy, had the Hapsburgs had their ambitions realized. The first truly international conference occurred in Munster and Osnabruck to conclude the Peace of Westphalia that ended this War. That treaty foreshadowed the many international conferences that were to follow for the settlement of everything from wars to fishing procedures.

ACTIVITY ONE: "How the State-System differs from the Imperial Bureaucracy"

To have the students appreciate the difference between the state system and an empire even more deeply than the map exercise mentioned above, teachers can set up several activities:

1. Divide the class into two groups. One group will role-play an imperial bureaucracy, while the other role-plays the state-system. Responsibilities in the two groups are as follows: the Imperial Bureaucracy group should designate one person to act as the emperor, while the remainder act as ministers of various government departments. The students in the state-system each represent an individual nation-state. Divise a set of activity cards that list various resources (mineral, agricultural, financial, etc.), where they are located (in provinces, across national boundaries, in hard-to-reach areas), and describe several tasks that utilize these resources. Both groups must then decide how to allocate these resources to most efficiently complete the tasks. Allow an hour for this activity, with an additional half-hour for debriefing the two groups. Compare the decisions of both; the competition between sovereign states should produce very different results from those of the imperial bureaucracy.
2. Set up a role-play situation based upon the descriptions found in any World History textbook of Charles V (HRE) and Colbert. The difference in the times of their lives is not critical, and a similar Spanish monarch of the late 17th century will probably not be easily accessible. Assign two students to research each ruler and based on the information they find, describe how they would handle the administration of their colonies and their European lands. The difference in goals, particularly given Colbert's view of bullion based on mercantilist theory, should become quite clear.

The competitiveness, economically and politically, of the state-system is well-outlined in Immanuel Wallerstein's *Origin of the Modern World System*. Without a conception of the particular demands of the state-system, and its subsequent adoption as the standard political form by the international community as a whole, the nature of the present-day political structure and role of international organizations eludes the students' understanding of the practical need for it. The entire conception of international organizations depends upon the formation of the state-system.

Three points should probably be made in the consideration of the development of the state-system. The depth of coverage can vary, depending on the needs of the particular classroom situation.

1. The emergence of the nation-state as opposed to the dynastic-state. This subject is often covered in world history courses in the material on the French Revolution, however, and may not need to be reiterated in depth. The subject of establishing a nation within a state might be noted for its application to the problem of political development within the Third World.
2. The dispersion of the idea of the nation-state throughout the world by the creation and dissolution of the great European empires. The form of the nation-state around the planet required that the multinational organizations apply to more than simply the concerns of Europe.
3. The nature of the gap between the rich and poor countries of the world had its origin in the political structures established by the European states in the seventeenth century.

The adoption of the nation-state form throughout the world is dealt with specifically in Geoffrey Barraclough's *Introduction to Contemporary History*. The form of the state, adopted by the former colonies, determines the structure of both the interdependence of the international community and the international organizations that have come into existence. The problems of the former colonies in assimilating different ethnic groups into a single identity of nationhood becomes paramount in their development. The idea that is the root of statehood, of course, is the notion of self-

* Obviously, this historical schema is simplified to emphasize the pattern, rather than the detailed development.

determination for all peoples. This idea received it most eloquent statement at the Peace of Versailles; it was a crucial element in bringing about the move for independence in the colonies. Self-determination is now seen as a right, and as such is at the heart of the United Nations Charter.

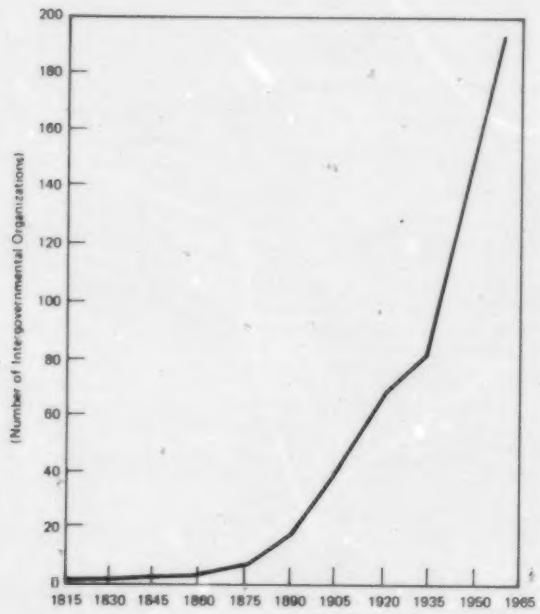
Another less obvious offspring of the European state system is outlined in both Anderson's and Wallerstein's work. The division of world labor began with the colonial structures that grew with the state rivalries of the eighteenth century.

> The world economy at this time had various kinds of workers: there were slaves who worked on sugar plantations and in easy kinds of mining operations which involved skimming off the surface. There were "serfs" who worked on large domains where grain was cultivated and wood harvested. There were "tenant" farmers on various kinds of cash-crop operations (including grain), and wage laborers in some agricultural production. There was a new class of "yeoman" farmers. In addition, there was a small layer of intermediate personnel — supervisors of laborers, independent artisans, a few skilled workmen — and a thin layer of ruling classes, occupied in overseeing large land operations, and to some extent pursuing their own leisure. This last group included both the existing nobility and the patrician bourgeoisie (as well, of course, the Christian clergy and the state bureaucracy).
>
> A moment's thought will reveal that these occupational categories were not randomly distributed either geographically or ethnically within the burgeoning world economy. After some false starts, the picture rapidly evolved of a slave class of African origins located in the Western Hemisphere, a "serf" class divided into two segments: a major one in eastern Europe and a smaller one of American Indians in the Western Hemisphere. The peasants in western and southern Europe were almost all west Europeans. The yeoman farmers were drawn largely even more narrowly, principally from northwest Europe. The intermediate classes were pan-European, but I believe one can demonstrate disproportionately from western Europe. (Wallerstein, in Anderson, p. 136-7)

Understanding that the division between rich and poor nations is built into the state-system from its origins will aid considerably in the comprehension of the time and energy that the United Nations spends on the issues of development.

EMERGENCE OF MULTINATIONAL AND INTERNATIONAL ORGANIZATIONS

While it is obvious that the understanding of development and interdependence is a context for the United Nations, it is the growth of the need for multinational organizations that ultimately gave birth to, first, the League of Nations, then to the United Nations, and indeed to all international organizations. Most international organizations sprang up during the nineteenth and twentieth centuries. The primary impetus for their creation came from the world wars that engulfed the international communities during these two centuries. The following charts detail the increase of such organizations:



Source: Michael Wallace and J. David Singer, 1970, p. 272

ACTIVITY TWO: "International Conflict"

In order for students to understand the relationship between the state-system and the development of institutions that attempt to deal with international conflict, they might examine the recurring global wars and the history of recurring multinational wars fought in Europe. Two points should become evident to the students. Wars within the European state-system routinely became global wars, and the peace process increased in complexity as the state-system matured, particularly as interdependence grew as a result of the industrial and scientific revolutions of the nineteenth century.

1. Have the students define a World War. The term itself has little precision, but if defined as a war fought all over the planet, then the relationship between the global conflicts of the late seventeenth, eighteenth and ninteenth centuries, and the state-system becomes clearer. An examination of the participants of the World Wars of the Twentieth Century will dispel the notions that wars entitled "World Wars" must involve all the nations of the world.

2. Have the students make a chart of the states and colonies that were active combatants, and where fighting occurred in the following wars:

A) The War of the League of Augsberg (1689-97)
B) The War of the Spanish Succession (1701-13)
C) The War of the Austrian Succession (1740-48)
D) The Seven Years' War (1756-63)
E) The American Revolution (1775-83)
F) The Napoleonic War (1805-15)
G) World War I (1914-18)
H) World War II (1939-45)

Students can use a simple outline map and William Langer's *An Encyclopedia of World History* to do this exercise.

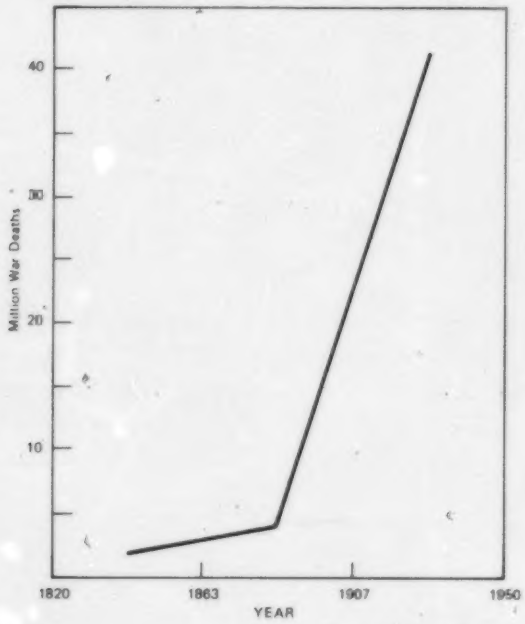
3. Using the same source, or perhaps a world history text, the students should then make a chart of the peace treaties, noting that while the causes might have been primarily European, the fighting and peace treaties involved areas around the planet. If the sources permit, it would be useful for the students to make a generalization about the length, nature, and complexity of the peace conventions.

4. Many of the wars absorbed local tensions so that they often had local names. To demonstrate, the students should look in an American history text to discover what the names of these wars were in the colonies and in the United States. The same could be done for the Indian subcontinent, if a general history of India is available in the school library. The students can then see that the global vision of the world implied by these wars was usually only seen at the peace conferences as governments were forced to deal with issues involving places from Indonesia to the Missouri River Basin.

5. Using the following charts, reproduced in Anderson, students might also generalize about the ability of states to cope with the destructiveness of war. Another useful source would be John Keegan's *The Face of Battle*, a book that looks at specific battles from the view of the common soldier. It is quite readable.

CHART A

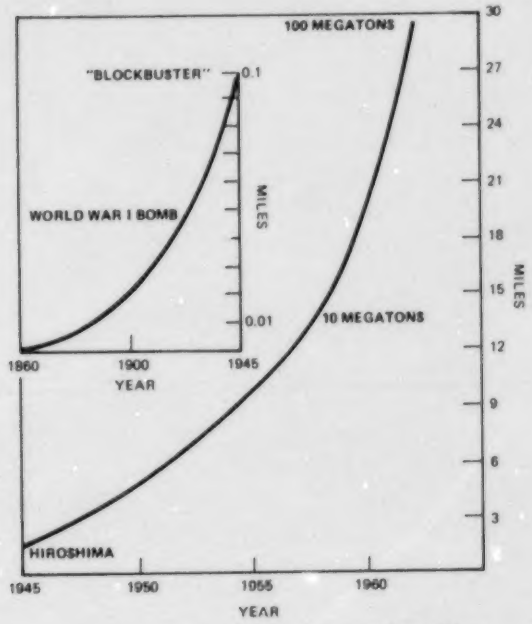
DEATHS (INCLUDING CIVILIANS) FROM ALL WARS IN WHICH THERE ARE 500 OR MORE DEATHS



Source: Nesbitt 1972, p.10

CHART B

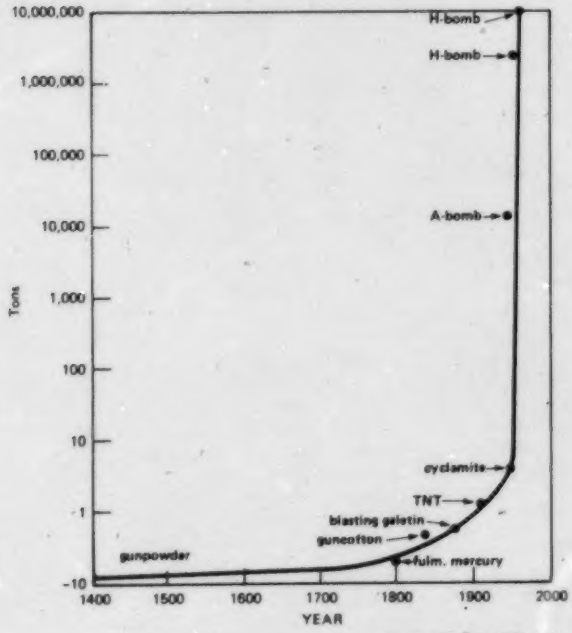
DESTRUCTIVE RADIUS OF WEAPONS, 1860-1960



Source: Nesbitt 1972, p.2

CHART C

INCREASE IN EXPLOSIVE POWER (IN TONS OF TNT EQUIVALENT)



Source: McHale 1972, p.5

Several points should become clear to students who complete the above exercises. First, world wars come about because of the interconnections that states have through their colonies or interests. Secondly, wars also become more devastating and complex after the firm establishment of the European state-system in 1648. Finally, the states in the state-system move gradually toward the view that some supranational means had to be developed to stem the vast conflicts that appeared endemic of the system. The Congress of Vienna can be seen in this light. The next question for students to consider is the assessment of why the first truly international organization came into being only after World War I.

LEAGUE OF NATIONS

The traditional view of the League of Nations and the United Nations limits the assessment students are able to make both about the value of these institutions and their evolution. The above material and exercises should give students an historical perspective on the obvious need for such institutions within the state-system. Yet two other points need study. First, other forces were at work to promote the idea of an international organization. The second is that the effect of the industrial and scientific revolutions on both intergovernmental connections and war itself played a significant role in the move toward a League or UN.

ORIGIN

There is often the tendency in American History texts to look upon the League of Nations as emerging full blown from the head of Woodrow Wilson. Surely the dream of a peaceful world played a role in the thinking of the peacemakers at Versailles in 1919. However, their motives were mixed, as the motives of representatives from particular states are bound to be. Nonetheless, they drew upon thinking that has a long history in European and American intellectual life, for others, as far back as Voltaire, had had the vision of a supranational organization to work for peace. The logic of the need for such an institution could hardly have escaped the notice of intellectuals looking at more and more devastation in war, and greater and greater industrialization and interdependence in peace. The idea of a League thus has a history of its own, but too often historians ignore the aspirations of those seeking to give reality and substance to a peaceful world.

> No doubt it will be argued by those who like to read and teach the history they have always read and taught that they have no time for the ideals of visionaries. But ideals are as valid historical materials as the "crimes, follies, and misfortunes of mankind," and they are a thousand times more worth knowing.
>
> E.H. Dance, *History for a United World*

The Peace Conference at Versailles in 1919 recognized that the state-system could no longer use traditional methods to solve international conflicts, especially those involving many states. Thus, they drew upon the visions of many men who had examined the political history of Europe and found it wanting.

Another motive in the creation of the League stemmed from the horrendous devastation of the Great War of 1914-18, which reflected the industrial capacity the world had gained over the preceding century — a capacity to produce goods in variety and numbers unimagined before, and a capacity to kill soldiers and civilians with an efficiency only hinted at by Grant and Sherman. The peace was difficult and so a League might sort out that complexity over time. As it turned out, the burdens on the fledgling institution proved to much, as the nurishment it had was far too little.

Students will have grasped by this time that the inability of the state-system to control international conflict grew with the increased industrial capability of the nations in that system. The degree of attention that teachers might want to spend on the influence of the industrial revolution and the application of science to technology will vary with the specific constraints of the classroom situation. Clearly, the nineteenth century changed the nature of interdependence. To appreciate the magnitude of the change, the teacher can refer to the initial chapter on J-curves in Lee Anderson, *Schooling and Citizenship in a Global Age*. The presentation and the graphic information are excellent and work well with students. Two other sources should be referred to. One is Barraclough's *Introduction to Contemporary History*, which provides a crucial distinction between the first and second industrial revolutions and the political implications of the two. Barraclough's thesis has particular relevance to those wishing to understand the ambivalent attitudes of European states to the League of Nations. The other source that would be useful in Thomas Kuhn's article in *Daedulus* (spring 1971) on "Relations Between History and the History of Science." This article, more precisely than most, explains the role of the application of science to technology in the late nineteenth century. The topic should be reinforced with information about the growth of transnational organizations that occurred at the same time, to give students a sense of the increasing popularity of this needed structure to deal with the problems of interdependence.

The League of Nations, then, has historical roots in the increasing acceptance of transnational organizations to deal with international but not always governmental problems. The idea of an international peace-keeping organization, as well, had been articulated over time. Yet it is important to understand that political leaders usually act in response to specific problems at specific times. So it was with the League, and so it is with the United Nations. The number of problems to be resolved in 1919 simply overwhelmed the ability of the state-system to respond, so the League offered a way of coping with the peace process.

SUCCESSES AND FAILURES

Giving an historical context to the League's creation overcomes a good deal of the difficulty in the usual textbook presentation of both the League of Nations and the United Nations. Too often, texts and teachers deal with the League simply on the basis of the issue of avoidance of war, improperly labeled peace. The concentration is upon the prevention of major wars or a nuclear inferno. In this light, the League is a failure and the United Nations just barely passes the test, since the balance of terror is given most of the credit for world peace defined in these terms. Overcoming the meanness of

spirit that has shaped teaching and writing about both institutions requires more than simply the historical antecedents of the organizations, however.

The point in any presentation is to teach about the League's accomplishments which are not easily discovered in traditional materials. Most materials give scant attention to the League's work in forestalling the wars between Bulgaria and Greece in 1925, between Peru and Colombia (1932-33), and ignore the real progress made in the mandate system of non-self-governing territories, and by the International Labor Organization (ILO). The inspiration that the League gave to many who worked to found the United Nations or to increase the effectiveness of volunteer organizations receives much less concern than does the dreary cynicism of the 1920s and 1930s. If the League can be understood as a major step in the history of mankind's attempt to deal with its own cruelty and foolishness, then the historical presentation will be much different. To a large degree this means that peace must be seen as creative situation, not as an absence of something. The League and the UN have been most successful in dealing with those issues that could have worn down nations to the point where they seek security in larger alliances to pursue their own interests, precisely the sort of problem that leads to war in the long run. To grasp all this in conjunction with the limited degree of acceptance of both organizations by the major states in the state-system enhances the understanding and appreciation of the twentieth century's contributions to world peace.

The combination of the practical demands of the planet's state-system in coping with the modern industrialized economy and the need to deal with the problems of traditional international conflict, and the gross inequality of the world's living standards require a League or a UN. The usual perception of the student and the media is only on the bellicose confrontation of states and the UN's success or failure at war prevention. Yet both organizations developed from much more inclusive needs demanded by the state-system. Those needs continue to appear, as the Conference on the Law of the Sea and the United Nations' work on Outer Space demonstrate.

The League of Nations came into being in 1919 as a result of the end of World War I. The hopes of the major European powers were that it would keep the peace in their favor – at least, those nations who were members hoped so. In the end, it could not. The global depression exacerbated the tensions of the world too greatly. Was the League a failure then? Having the students consider that question after some basic research might enable them to demonstrate their depth of understanding of the nature of international organizations.

ACTIVITY THREE: "Assessing the League of Nations"

Divide the class into two groups, asking each to plot out how judgments should be made in assessing the value of performance of the League of Nations. After each group has set up its criteria, have each group go to a different form of research.

A. Have the first group view the two films produced by the United Nations on the League and come to their conclusions.
B. Have the second group look at a variety of texts on the history of the 1920s and 1930s.
C. Have each group present its views to the whole class, and ask why the differences occur. The groups could then reverse the process, and present a critique of information available on the League along with an evaluation of perceptions of the organization.

For more extensive work on the League, a variety but distinctly limited number of reference works exist. The films mentioned above will be the most important source. A general history of Europe such as C.E. Black and E.C. Helmrich, *Twentieth Century Europe, A History*, (Knopf, 4th ed. 1972) can be helpful. Other sources would be James A. Joyce, *Broken Star; the Story of the League of Nations 1919-1939* (Humanities, 1978) and Ruth Henig, ed. *The League of Nations* (Barnes and Noble, 1973). Two older books that might be available through an inter-library loan system are: D.P. Myers, *Handbook of the League of Nations* (1935) and E.P. Walters, *A History of the League of Nations* (1952).

Using this background information, a variety of simulations or role plays could be set up by the teacher to deal with the problems that the League faced. There is considerable material in these sources about the crisis in Ethiopia that could be used for a role play debate. However, one of the directions teachers should take in dealing with the League itself is to have students begin to bring their own knowledge to bear on just what is a problem that can be dealt with by the League (or UN) and what is not. Obviously, the global depression was not, while the vestiges of slavery were, for example. The matter of the United States joining the League may be explained in a role play debate to examine just what the relationship of a major power to an international organization should be, and is.

UNITED NATIONS

To introduce the specific history of the United Nations, the teacher must decide just which, out of many possible objectives, have priority. Two resources are essential for this section. The first is the United Nations' publication, *Everyone's United Nations* (New York, 1979) and the other is the *UN at Thirty-Five* (UNA-USA, 1980). Many others exist, but these two are basic resources that will permit adequate coverage on all issues. Two subjects are vital, given the previous materials. The first is the beginnings of the United Nations in the midst of World War II and at the San Francisco Conference on International Organization in 1945. The other is the evolution of the organization from an entity tied very closely to the immediate concerns of the victors in the war, to one which is at present primarily concerned with issues of importance to the Third World.

ORIGIN

The first use of the term "United Nations" came on January 1, 1942, when the Allies spelled out their joint war aims and affirmed the Atlantic Charter. The goal of establishing an international organization to deal with the peace and issues of international concern became certain at the Tehran Conference when the Soviet Union agreed to join in the formation of

such a structure. Soviet expulsion from the League of Nations on the issue of Finland ensured that the League would not be reconstituted. The conference at Dumbarton Oaks and then at Yalta produced the outlines of a document that was revised into the UN Charter at the San Francisco Conference. Another World War had given the state-system the opportunity to establish an organization that could cope with both the peace and the complexities of the international system.

Understanding the role of the great powers in both the formation of the United Nations and in its structure should be brought out in the discussion of the origins of the organization. Certainly the background in the evolution of the state-system should give students a conception of the role of large and small states in the UN. Still, they should understand that the design was not one in which the governments of the world gave up their sovereignty, but one in which sovereign states could work out problems that arose. The hope for the United Nations in the first months was that the Allies could work in harmony to create the peace that followed. However, the structure is such that the organization cannot achieve global authority without consensus among the great powers. One of the grave difficulties that both students and writers of the United Nations have is that it is expected to be a world government when it is, in reality, a universal intergovernmental organization. A review of the Charter and its origins should demonstrate that the United Nations accomplishes its work through negotiation and persuasion rather than the application of power. The need for such a structure is paramount in a world that has adopted the state-system.

ACTIVITY FOUR: "Issue Resolution — A Simulation"

Simulate a conference between leaders of the great powers at the end of the war dealing with any one of the issues that confronted the Allies. The nature of the Security Council, the Polish Government, control of nuclear weapons, or the independence of Indo-China might be issues to debate. Students should gain a sense of both the problem, and of the accomplishments of the San Francisco Conference. Each role play card that the teacher makes out should emphasize the elements of distrust that one nation had for another — American and British fear of international communism, based on the Soviet treaty with Nazi Germany in 1939; Soviet fear of a resurgent Germany based on the idea that the British and Americans wanted to destroy the Soviet Union; France's fear that it would not be recognized as a great power; and China's fear that Russa would support the Chinese Communist Party combined with a traditional fear of Russian imperialism. Such a role play should demonstrate that the Charter was a spectacular achievement.

To understand the evolution of the UN over the years since 1945, the concern of the teacher should be with several points. The first point is that the nature of the issues dealt with by the United Nations has changed. Initially, the UN concerned itself with the issues stemming directly from the need to order the peace and problems of World War II. Gradually, however, the concerns of the UN began to have a two-pronged focus. One focus was on specific peacekeeping operations, or the multitude of issues raised, for instance, in the recent Conference on the Law of the Sea. The other focus was the question of the relationship between the developing and developed nations, including how the developing countries can prosper in a way which meets the basic needs of their people. This last concern is the most crucial, and most difficult, in understanding the United Nations as a dynamic force in today's international system.

ACTIVITY FIVE: "How the UN has Evolved"

In the appendices, the teacher will find several direct pieces of information that will aid students in understanding the evolution of the United Nations. The first is a list of the membership in the order in which they joined the organization. The second is a list of topics considered at sessions of the General Assembly over a period of years, and the last is a list of conferences held on special topics.

1. Using the membership list along with information in the *UN at Thirty-Five*, students should be able to develop several generalizations about the nature of the membership, the spread of the state-system, and the change in emphasis in the concerns of the General Assembly. Most of what they postulate will apply as well to the specialized agencies. It should be clear that the original membership related to World War II, and that two forces increased the membership. The first was the agreement to compromise in the Cold War dispute between the USSR and the US in 1955. The other was the pace of decolonization — something not envisioned by at least two of the permanent members of the Security Council: France and the United Kingdom.

2. Surveying the topics considered at the regular sessions of the General Assembly as well as the conferences on special issues, students should gain an understanding of the shift in emphasis following the increase in membership. Great power issues are of less and less concern, while development issues are of greater and greater importance. Students should be asked to assess how this change might affect the views of a variety of people on the United Nations — a small businessman in the United States, a slum dweller in Rio di Janerio, a teacher in Kenya, and a farmer in Indonesia.

3. Using the information in *Everyone's United Nations*, the students should draw up their own list of specialized agencies and describe how the United Nations serves the needs of the state-system, and how its agencies' work have reflected the changing concerns of the members.

4. Show two United Nations films after completing the above exercises: a) "This is the United Nations" and b) "1945: Year of Decision." If possible, the film "To Be Thirty" would add to this exercise. These films will give the students a visual sense of the change they have been exploring.

Few classes will have the time to cover the history of the entire United Nations system in any depth. Therefore, it may be most useful to concentrate on a specific area of concern. Two approaches might be used:

ACTIVITY SIX: "In-Depth Analysis: Agencies and Issues"

A. Assign a specialized agency or special interest of the United Nations to each member of the class. Each student would make a report to the class answering the following questions:

1. What does the agency do?
2. How does the agency aid the United States?
3. Does it specifically aid the local community?
4. What problems would arise if the agency did not exist?

The information for such a report could come from *Everyone's United Nations*, the *Reference Guide to the United Nations*, UNA Fact Sheets, and the information that the students have gathered thus far. Obviously, more detailed research could be done as well, but this should be sufficient for these exercises. The class as a whole might want to concentrate on a single agency and develop a more comprehensive report, assigning specific functions of the agency to each student. Most specialized agencies have a number of films that describe their activities, in addition to the resources mentioned above.

B. More detailed research on specific topics would also accomplish the goal of understanding the value of the United Nations today. Certain topics of interest to the United Nations in the past thirty-five years are of greater use than others, so the teacher will want to be selective.

1. **Peacekeeping** — Have students list the peacekeeping operations of the United Nations and illustrate this information on a map. They should then examine in greater depth some specific instances where the United Nations was involved in the peacekeeping process, even if the action was vetoed by one of the Permanent members of the Security Council. Korea, Egypt, Zimbabwe, Cyprus, Czechoslovakia, Viet Nam, and Zaire (formerly the Belgian Congo), are possible examples. In looking at the activities of the UN, the students should be seeking to define how the organization can act in a crisis that is an overt threat to the peace. What are the possibilities for action, and what are the limitations?

2. **Decolonization** — The success of spreading the state-system to the colonial areas of the world can be judged the greatest success that the United Nations has had. The process was accomplished in a short period of time, primarily through non-violent means such as negotiation and persuasion. Certainly not all colonies became independent without conflict, but the efforts of the United Nations minimize that conflict. In traditional history courses, the period from 1945-1970 is often taken up with the concerns of the great powers, specifically the Cold War, yet decolonization has shaped the United Nations and the world in a way that is likely to have a much greater effect. Indeed, the decolonization process is the last step in the extension of the European state-system established in 1648.

   Two sources, in addition to the basic one listed above, are particularly useful in the consideration of decolonization: H. Brimal's *Decolonization: The British, French, Dutch, and Belgian Empires, 1919-1965* (Westview Press, 1978); and Barraclough's *Introduction to Contemporary History*, mentioned above.

   Students have a tendency to scoff at the achievement of political independence by small, poor nations in a world where these countries' well-being is so constrained by economic difficulties and population pressures. A good way to break through this parochialism is to center the students' work on the United States at the time of its independence. Many of the same forces and constraints were at work, and the Founding Fathers knew that political independence was a precondition for economic freedom. Decolonization is critical as a topic, not only for its historical value, but also because it demonstrates a very real achievement for the United Nations.

3. **Development** — The major interest of the vast majority of member states of the United Nations concerns the issue of development. Development is not the primary concern of the permanent members of the Security Council, but the Security Council determines the principal activities of the United Nations. Without an understanding of the conflict between the industrialized nations of the North, and the developing countries of the South, the bulk of the UN's activities will be extremely confusing to students, both in the political, and in the technical, spheres.

   The shift in emphasis from the political, great power concerns of the early years of the United Nations, to the present concern with the economic and social problems emerged gradually as the membership of the United Nations increased. This change occurred primarily in the General Assembly, with the one nation-one vote principle, where even the smallest nations wield as much power as the US and USSR, and in the focus of the specialized agencies. The change culminated in the call for a New International Economic Order (NIEO) in 1974.

   A number of UN films can be used to deal with the process and problems of development. The best introductory film is the *Economic Game;* the World Bank has produced a number of useful films as well. *Tilt*, although somewhat dated, is a film that is still very illustrative.

   Development, once introduced, can be dealt with in several ways. One way would be to look at the older specialized agencies and examine how their agenda have changed to take a specific issue, such as education, and see which agencies are concerned with training and education in Third World countries, and what the specific concerns of the educational programs are. Still another way would be to take all the UN agencies and postulate how they can aid a particular developing country through their work.

As a wrap-up, have the students view any of the film series, *Agenda for a Small Planet*. Their perspective on the issues raised by these films should be significantly different from the answers they gave in the opening questionnaire and discussion activity. Presumably, they will have a more global outlook. Finally, participation in a Model United Nations

could provide the students with an opportunity to see the UN in action, giving them an even clearer understanding of the value and function of the world organization in today's global society.

SUMMARY OF MAIN POINTS

1. In order to fully grasp the UN's importance as a multinational organization, the historical significance of all such organizations must be understood.
2. The increasing interdependence of the nations of the world and the complexity of their relationships makes an international organization, such as the UN, essential.
3. The confirmation of the state-system and the concurrent demise of the notion of empires are primarily responsible for the emergence of international organizations to deal with problems that might otherwise have been dealt with by an imperial bureaucracy.
4. The gap between rich and poor countries, an issue of singular importance on the UN's agenda, ironically, has its roots in the state-system which was primarily responsible for the formation of international organizations in the first place.
5. The growth of international organizations coincides with the increasing devastation of world wars that were fought during the nineteenth and twentieth centuries.
6. The League of Nations, often maligned for its failures, also had many successes, and should be perceived as an essential step toward the formation of a permanent international organization.
7. Whereas the United Nations' initial emphasis was on the post-World War II problems, the organization is now concerned with economic and social issues which affect its entire membership.

DISCUSSION QUESTIONS

1. Why did the state-system necessitate the formation of international organizations?
2. What vestiges of European colonization and subsequent decolonization are in evidence today?
3. How did the Industrial Revolution contribute to the formation of international organizations?
4. What are the reasons for the League of Nations' demise? In what ways may the League be perceived as having been successful?

Section 4

Case Studies: Activities to Understand the UN in Action

I. Two ways to use case studies to gain greater understanding of the UN:

A. Agencies (already suggested)

B. Particular countries. This gives broader understanding of how the UN system works for developing nations in an interdependent world.

II. The form of a country study

A. All countries have to cope with Interdependence and the UN serves this function in many ways:
   1. WHO
   2. Radio and TV agency (ITU)
   3. Law of the Sea
   4. Narcotics Control
   5. UNESCO – Scientific Information
   6. Refugees
   7. Weather

B. Most countries struggle to meet Basic Human needs. Developing nations see the UN as their primary resource in creating a society which meets the needs of their people.
   1. Each country is different in the combination of resources it needs to develop.
   2. The UN can aid with knowledge, planning, investment and technology.
   3. The objective of the case study is to see that the UN does this in a way that works better than any other source (you might explain why it's true).

C. In order to see how the UN works in a particular country, the student needs to sense the way in which the UN assists in coping with the external pressures of interdependence and internal demands for development.
   1. Particular problems of this country (geography & data)
   2. The history of the country (colony/ancient culture, whatever)
   3. Recent history
   4. Resources
   5. Development Strategy
   6. Ways in which UN helps
      a. External
      b. Internal

III. The value of the case study:

Unless the student can gain a sense of the areas the majority of the UN members consider most important, the students' understanding of this global institution will be shallow.

Appendix 1

The Global Energy Game
Directions to the Teacher

MATERIALS:

The primary need is for space – a large classroom should do with separate areas for each player or group of players and the game director.

Each team will need writing materials – a blackboard space for each group will allow information to be circulated most easily.

Each team will need strips of paper of designated value and color (although chips such as poker chips could also be used) which represent the energy points, population units, green points, technology points and wealth points. The profile sheet will list how many of each is to be given to each team. The game director will need a large supply of each kind of chips or strips to meet the needs of the players as the game goes on.

Game directors should either post a large sign indicating the industrial production chart, the agricultural production chart, and the price list. These charts explain the productive capacity of natural resources when combined with workers' energy and technology, and the productive capacity of land. The price list contains information on the cost of certain objects in the game. This information might also be distributed on separate sheets for each group of players.

Other materials that will be needed in the game will be dice and a tray for the game director to keep separate chips or points. Optimal materials would be flags for the various players, a special meeting place for World Bank or UNEC meetings, and a special blackboard or newsprint paper for a world newspaper.

PROCEDURE FOR INTRODUCING THE GAME:

The game director should introduce the game simply after the various players have been given their designations (country or international organization). It is important for players to realize that the course of the game will be determined by their mastery of the rules and the decisions made during the ten turns of the game. There is no set objective in the game for the players to reach for. Several outcomes are possible depending on the degree and kind of decisions made by the players either separately or in concert. *There is a greater likelihood all will succeed in meeting their own country's needs if cooperative action on energy is taken* (just as it would in the real world). This point will become obvious, however, as the game goes on.

The game director should then distribute the country profiles and the international organization profiles. The players should read through these, after which the various charts are given out or posted. At this point a number of questions will arise about operations of the game and the game director should explain each chart. The explanation should reiterate that players will better understand the rules after they have played several turns. Learning to master the rules and understand the work of this simulation is a part of the game. Therefore they should expect some confusion at first.

Time should then be given for each player or set of players to study their own situation, and to set their own goals! This should be followed by a period in which each country and international organization describes itself to the other players.

The players are now ready to begin the game. Each country, of course, will attempt to meet its own needs as best it can. There are no rules about international trade, alliances and so on, and there is no set pattern for coercive action. The only true international rule concerns what happens if a country has a complete economic collapse. Students will seek out the game director's advice on issues such as cooperation or coercion, but the action of the game itself is to be in the hands of the players.

BASIC INTRODUCTION

The global energy game has students play the role of two types of players: country and international organizations. These are countries with differing resources, levels of development and population. There are also two international bodies, part of the UN system. Three countries, Hegaland, Uralia, and Scandia may be considered industrial nations or developed nations having stable population, a high level of technology, and energy intensive agriculture. Five countries represent developing nations, Opeck, Tropicana, Kyberland, Portless and Zammu. These countries may be considered developing nations, but each has a different level of development and set of problems. Each country is described in a profile sheet, which defines its population, its assets and special game rules. Each also has a Mandated Annual Expense for "spending" its points. Every country has population divided into units. Each unit in a developed nation has a role to play -- non-product section (government, retirees, children) and industrial or agricultural workers. Developing countries, also have population units that have differing roles, but most are intensive agricultural workers (including children) who must be trained to work with technology and energy-intensive agriculture. Countries also have green points (which represent land), natural resources points, and, in most cases, technology points and energy points. Some countries even have the potential to expand their resources, energy production and green points. The purpose of these points is to simulate a basic economy in which the factors of production are combined to maximize the industrial and agricultural wealth of each nation. As the students will see, however, as they read their profile sheets, most countries are interdependent and become more so as they develop.

The situation of each country and how it compares with the others is represented on the following chart:

	Population Units	Green Points	Natural Units	Technology Units	Energy Units
SCANDIA	10	1	5	7	12 ceps*
MEGALAND	200	100	100	150	400
URALIA	250	75	150	130	465
KYBERLAND	600	100	25	13	10
TROPICANA	100	50	50	10	20
OPECK	10	0	0	0	200
PORTLESS	5	5	50	0	3
ZAMMU	25	5	unknown	0	0

* See Scandia country profile.

There are also two international bodies in this game. Students will play the roles of these bodies as well. One body is the World Bank which has a supervisory role over the game's money supply and tries to aid developing countries. The Bank also promotes international understanding through cooperation. The other body, a fictional UN agency called UNEC, attempts to encourage efficient use of energy, international cooperation on energy research and development patterns that are not as wasteful as they are in most developed countries. Both the World Bank and UNEC have their own budget which they decide how to spend and to which most countries contribute. During each turn dues are made to both international bodies.

	initial budget	annual dues (required)
World Bank	1500 Wealth pts.	79 + Opeck contribution
UNEC	700 Wealth pts.	68 + Opeck contribution

The game is designed to be used by groups of 12 or more. The ideal number would be between twenty and twenty eight (not including the game director). It is played in ten turns representing four years per turn. The turns may take anywhere from fifteen to twenty minutes. Usually the game will define their own goals during the simulation.

THE SEQUENCE OF PLAY

The game consists of ten rounds. Each round has two phases.

PHASE I: Countries may trade, plan, form alliances, and attend meetings of the World Bank and UNEC. The World Bank may distribute aid or loans, or hold meetings. UNEC may conduct research, distribute the benefits of previous research, or conduct meetings.

PHASE II: Countries must now *use* their energy, natural resources, land and labor to meet the standard of living needs and investment needs of their countries. Totals of results must be given to the game director for verification of who can be aided by the World Bank (according to set rules in profiles), which, along with the UNEC will collect dues at the end of each round.

THE RESOURCES AVAILABLE TO THE PLAYERS

GREEN POINTS: These represent the land that each nation has for agricultural purposes. Agricultural Workers have the option of working the land for agricultural production either by using energy points or by manual methods.

ENERGY POINTS: These represent units of energy from various sources. These are fossil fuels, nuclear, hydroelectric, solar, geothermal or fusion energy. Each type of energy has specific conditions attached to it, as designated in the price list.

There are also conservation energy points (ceps) available. These are more productive than regular energy points because a nation has invested money (wealth points) in conservation, by rebuilding cities, factories, etc.

TECHNOLOGY POINTS: These units allow workers to produce more wealth with natural resources, though they are not a requirement for using natural resources. These points can be bought or sold.

NATURAL RESOURCE POINTS: Each country has a set number of natural resource points which can be used to create wealth. Natural resource points, like technology, can be bought and sold.

WEALTH POINTS: These result from combining natural resource points and labor. (See industrial production chart.)

Each country is required to spend a certain amount on its own needs each turn, as stipulated in its profile, but the remainder can be used for trade, investment or research, or saved. Wealth points buy fossil fuels, technology and natural resource points.

POPULATION: Each nation has a population profile, as well, that specifies just how many workers, agricultural workers, government officials and so on exist in each country.

Combining a nation's population profile with these different "points" results in various levels of agricultural production (see agricultural production chart) and industrial production (see industrial production chart). Nations must decide how to use their options during the game.

AGRICULTURAL PRODUCTION

AGRICULTURAL PRODUCTION CHART

number of workers	Green points	Energy points	Agricultural output
1	10	10	100
1	9	9	90
1	8	8	80
1	7	7	70
1	6	6	60
1	5	5	50
1	4	4	40
1	3	3	30
1	2	2	20
1	1	1	10
1	1	0	1
2	1	0	2
3	1	0	3
4	1	0	4
5	1	0	5

There is a limit to how much one worker can produce no matter how many energy and green points are used. The Agricultural Production Chart sets up a scale of limitations for a country's use of its points to produce food. At the upper limit of the scale, one worker can work no more than 10 green points (land units) no matter what quantity of energy input is employed. At the other end of the scale, no more than 5 workers can work one green point intensively, no matter how little energy they put into it.

A country is at the *survival level* when it consumes 1 agricultural product for each unit of its population. The Annual Expense chart in each country profile dictates how many points a country must 'spend' a year. A country is living the "Good Life" when it is using 4 agricultural products for each unit of population.

Once a country is able to raise its agricultural output above the survival rate it *must* do so. Once a country can move to 3 agricultural outputs above the survival rate it must do so. There is, however, no requirement to expand beyond that, but if a country does, it must continue at that level of production or experience a revolution. If a revolution occurs, the game director reduces a nation's technology points by 90%.

NOTE: Tropicana and Uralia have special rules about agricultural production. See their country profiles.

INDUSTRIAL PRODUCTION

INDUSTRIAL PRODUCTION CHART

number of workers	amount of natural resources	number of technology points	number of energy points	resulting wealth points
1	1	0	0	1
1	1	1	1 (1 cpe)	5 (10)
1	2	1	2 (2 cpe)	10 (20)
1	3	1	3 (3 cpe)	20 (30)
1	4	1	4	25
1	5	1	5	30

Figures in parentheses indicate production with Conservation Energy Points (see below).

Production beyond the levels outlined in the above chart is not possible.

PRICE LIST FOR INDUSTRIAL DEVELOPMENT

TECHNOLOGY POINTS: For Megaland, Uralia and Scandia: 75 Wealth Points; for all others: 100 Wealth Points. At the point when a nation is providing each population unit with 3 agricultural products *per turn*, it can then produce technology points for the price of 75 wealth points.

NUCLEAR ENERGY POINTS: Each country pays 50 Wealth Points for nuclear energy production on the first turn, and 10 additional thereafter. If nuclear waste disposal is solved by research (see page 27), the cost remains static at the point where the problem is solved.

CONSERVATION ENERGY POINTS: It costs 30 wealth points to convert a regular energy point to a conservation energy point. The advantage of Conservation Energy Points, as opposed to regular energy points, is that the resulting wealth points produced are much greater (see Industrial Production Chart above). Once done, this applies to the energy used no matter what the source. For example, if a country converted all its energy to conservation points but then ran out of fossil fuel and purchased it elsewhere, their conservation rate would still apply.

FOSSIL FUEL: This is the only fuel that can be bought and sold between countries.

APPROPRIATE TECHNOLOGY: After Round Three (out of 10), the World Bank can help countries develop appropriate technology points, points that can *only* be developed through the World Bank resources. Appropriate Technology Points result in the same wealth points as Technology Points, but use only one energy point, and the number of workers equal to the number of natural resource points used. Thus, with the use of 1 appropriate technology point, 4 natural resource points, four workers, and only *one* energy point, a nation can achieve 25 wealth points. Using regular technology points, a nation uses only 1 worker, but 4 energy points for the same resulting wealth points. Appropriate technology costs are chancy, however. The cost of these appropriate technology points is 10 times a die roll for each country seeking them.

POPULATION

1. All *developed* countries are required to keep 10% of their population in agriculture and 20% in government.

2. Countries with more than 1 agricultural product per unit must have at least 10% of their population in government.

3. Population added each turn, as defined by country profiles, as a result of population growth may not work in anything but subsistance agriculture for one turn.

4. If a country experiences a famine (less than 1 agricultural output per person), then the World Bank is to call a food conference of all countries, including Uralia. Any country able, but unwilling, to help the stricken country can have economic sanctions applied to it by the others.

ADDITIONAL RULES

NOTE TO TEACHERS: Special conditions on countries can be added to suit your particular needs. You may wish, for example, to add a military component to the game,thereby requiring special expenditures for military equipment on the part of Uralia and Megaland. Other possibilities are the development of products other than agriculture to build up a more complex trade network. The population rules, too, are rudimentary and you may wish to make them more complex.

If there is a dispute about the rules, or a situation not covered in the rules, the problem is submitted to the game director whose decision is final.

Fusion research (see UNEC) may be conducted by any one or group of countries under the same rules as the UNEC. They can sell the results at any price they desire.

MEGALAND — COUNTRY PROFILE

You are a highly developed and geographically large country that was once self-sufficient in energy, but is no longer. Your companies controlled the energy of Opeck and therefore you have not worried until recently about wasting energy. Your concern now is to maintain your high level of production in all areas. You often produce more agricultural products than you use, so that you can sell them. Your country has invested heavily in nuclear energy but is beginning to have doubts about it. You are a primary supporter of the World Bank because it was founded by you to stabilize world trade. You support the UNEC, but are not convinced of its value.

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Population Profile:

Total Population 210
Agricultural Workers 20
Non-product population 50
Industrial Workers 140

Population grows at one unit per turn. You may allow population from any country to come to Megaland. But, if migrating population sectors are non-industrial trained workers who come for jobs in industry, you must send 20 wealth points for their training.

Energy Profile:

You have no conservation energy points.

Hydroelectric ..... 40 energy points
Nuclear Energy ..... 100 energy points
Fossil Fuels ..... 260 energy points

You have a fossil fuel reserve of 1,500 energy points that can be exploited at the rate of 260 points or less per turn. You have the possibility of 50 units of geothermal energy that can be developed at the cost of 50 wealth points per unit.

Resource Profile:

You have 100 Resource Points
You have a total reserve of 1,000 Resource points that can be mined at the rate of 100 per turn.

Mandated Annual Expenses:

800 Agricultural Products
200 wealth points for government expenses
150 wealth points for maintenance of technology and resources
50 wealth points to World Bank
20 wealth points to UNEC

OPECK — COUNTRY PROFILE

Your country is essentially a desert and your people mostly nomadic. The land, however, covers a vast pool of oil. That oil has been controlled until recently by companies from Megaland and its allies. You have taken over ownership of the oil for your country and will sell the oil to profit yourself. Your country has no other resources and your people are mostly self-sufficient nomads. You must decide whether to keep your country as it is or to industrialize it.

Population Profile:

Total Population 10
Agricultural Workers 0
Non-product population 1
Industrial Workers 0
Nomads 9

Population grows at one unit per turn.
Cost of converting nomads to workers 20 wealth points. You may import workers from any developing country.

Energy Profile:

Your land has 2400 energy units that can be exploited at a rate of from 10 to 300 units per turn. You have one nuclear power plant that supplies all your current needs.

Natural Resources:

None. Your land is unsuitable for agriculture, but you could create artificial agricultural production at the rate of 120 wealth points for each green point. These would require five units of energy each turn and would produce 30 agricultural products apiece.

Mandated Annual Expenses:

4 agricultural points*
10 wealth points for government
50 wealth points to maintain oil fields.

Your contribution to UNEC and the World Bank depend on your decisions after looking at your GNP.

*Nomads are self-sufficient. Imported workers and settled nomads must have at least 2 agricultural products per unit.

KYBERLAND – COUNTRY PROFILE

You are a large, populous but poor country whose primary concern is to limit population growth, build agriculture and industry. You traditionally do not ally with any developed country although you will take aid from any nation or UN body.

Population Profile:

Total Population	600
Agricultural Workers	480
Non-product population	100
Industrial Workers	20

Population grows at 5% in each category each turn.
Population control: a 1% reduction in growth rate for each 2 wealth points spent on education.

Energy Profile:

Hydroelectric	3 energy points
Nuclear Energy	3 energy points
Fossil Fuels	4 energy points

Reserves:

You have the capacity to build 20 hydroelectric energy points at 20 wealth points per energy point. You may build nuclear plants at the rate listed on the price sheet. You may also buy fossil fuels or explore for fossil fuels. Your current fossil fuels lasts until turn 6.

Natural Resources:

You have 25 natural resource units. You have the potential for 25 more which you may find through exploration.

Mandated Annual Budget:

600 Agricultural points
20 Wealth – government
25 Wealth – maintain energy and resources
1 Wealth – UNEC
1 Wealth – World Bank

URALIA – COUNTRY PROFILE

You are a highly developed country, although your agricultural and energy technology is not as advanced as that of Scandia and Megaland. At the current time you are essentially self-sufficient in energy and resources. You traditionally do not trust Megaland and Megaland's influence on the World Bank. Therefore you do not contribute to the World Bank, but give aid directly to developing nations. You would particularly like for Kyberland to become your ally. You do support the UNEC.

Population Profile:

Total Population	250
Agricultural Workers	25
Non-product population	60
Industrial Workers	165

Population stable for the game.

Energy Profile:

You have no energy conservation points.

Hydroelectric	50
Nuclear Energy	150
Fossil Fuels	365

You have a fossil fuel reserve of 2,000 energy points which can be exploited at no more than the current rate. You have no potential for geothermal energy. You have the potential for 30 more points of hydroelectric energy points at the cost of 50 wealth points per unit.

Natural Resources:

You currently have 150 natural resource points. Your reserve is 1,500 that can be mined at the present rate or less.

Special Agricultural Rules:

Your population needs ony 3 agricultural products to maintain your current standard of living but you must use all 25 agricultural workers to produce that amount. Each turn you must also roll a die. If you roll:

1/2/3/4 lose 10 agricultural points
5/6 full harvest.

The Revolution Rule does not apply in Uralia until the agricultural output level drops under 2. You must give your population at least 3 agricultural products per turn or use one technology point for each agricultural point you are under. You may buy and store agricultural products.

Mandated Annual Expenses:

750 Agricultural Products
300 Wealth points for government expenses
100 Wealth points for maintenance and mining
20 Wealth points to UNEC
30 Wealth points for development aid

TROPICANA — COUNTRY PROFILE

You are a middle-level developing country, with an abundance of natural resources, but a very shaky government. Your people are demanding a better standard of living as measured by agricultural points. If you do not have 3 agricultural points per unit of population by turn 5 you will experience a revolution. The damage of the result Civil War will cost 90% of your technology points. You traditionally ally yourself with Megaland.

Population Profile:

Total Population 100
Agricultural Workers 60
Non-product population 20
Industrial Workers 30
Population grows at 10 units per turn.

Energy Profile:

Hydroelectric 5
Nuclear Energy 2
Fossil Fuels 13

You have the capacity to build 50 hydroelectric points at 30 wealth points per energy unit. You may but nuclear plants and explore for fossil fuel (see price list). You have a reserve of 91 units; at the present rate, your fossil fuel will last until turn 7.

Natural Resources:

You currently have 50 natural resource points and have the potential for 50 more which you may discover through exploration.

You also have the potential to create 10 more green points by clearing forest. The cost is 30 wealth units per green point.

Mandated Annual Budget:

100 Agricultural points
30 Wealth — government and military
50 Resource and energy maintenance
15 Wealth units to UNEC
15 Wealth units to World Bank

ZAMMU — COUNTRY PROFILE

Your country is a very poor developing country without any of the infrastructure of the other developing nations. The only source of income that your government has at the moment is the tariff on the sale of Portless's goods that must travel through your country.

Population Profile:

Total Population 25
Agricultural Workers 25
Non-product population ..... less than 1/100
of 1 unit (remember, this includes children)
Industrial Workers 0

Population Grows at 5 units per turn.
Population Control: for each 50 wealth points you may reduce population increase by 1 unit because of new birth control programs. You may spend money on education. It takes 20 wealth points to educate older population groups to the point where you can convert them to government workers, energy intensive agricultural work or industrial workers. *You must have at least one unit of population in government service before any new land can be cleared or new resources explored for.* For each 10 wealth points spent on your new population, you train industrial workers and cut costs of birth control and education in half. New population cannot, however, work for one turn.

Enery Profile:

Current energy points ..... none
Hydroelectric potential ..... 10 units at 30 wealth points per unit.
Fossil Fuel ..... the same as for natural resources, but use only one die every turn.

Others as listed on price sheet.

Natural Resources Profile:

Your country has not been explored for natural resources. You may, or some other country or the UNEC or World Bank may, explore one-tenth of your country each turn. For an expenditure of 50 wealth points you may roll 1 die. If it comes up 1, 2 or 3 there are not any resources. If it comes up 4, 5 or 6 there are. Then roll 2 dice to discover the quantity of resources per turn for that area. Roll 1 die again to discover the cost of initially obtaining those resources. The cost of maintaining those resources after the initial investment is 1 wealth point per resource unit.

Mandated Annual Budget:

25 Agricultural products
20 Wealth points to maintain government and road leading to Portless.
1 World Bank
1 UNEC

SCANDIA – COUNTRY PROFILE

You are a highly developed but small country that has a long-standing commitment to both energy research and commitment to developing countries. In order to continue this policy, however, you must continue your economic position and convince others to join your efforts at developing alternative energy sources for all countries. You are particularly concerned that poor countries develop energy forms that will not cause an even greater drain on the world's fossil fuel supply as they develop.

Population Profile:

Total Population 10
Agricultural Workers 1
Non-product population 2
Industrial Workers 7

Population remains stable for the entire game.

Energy Profile:

Your country has worked hard at conservation and exploiting energy within your country. You currently have some nuclear fuel but have banned any more plants in your country. You are now considering the use of geothermal energy.

Turn 1

Nuclear Energy ..... 4 con. energy points
Hydroelectric ..... 6 con. energy points
Fossil Fuel ..... 2 con. energy points
Other Fossil Fuel ..... 1 energy points

Reserves:

Your nuclear and hydroelectric will remain constant during the game. Your fossil fuel will stay as it is through turn 3; thereafter it will decrease by 1 energy point per turn. You have the *potential* for 6 energy points of geothermal energy. The cost is 50 wealth points per unit plus 25 wealth points to make them conservation energy points.

Natural Resources:

You have five units throughout the game.

Mandated Annual Expenses:

40 Agricultural Points
20 Wealth Points for government expenses
50 Wealth Points for technology and resources
10 Contribution to UNEC
10 Contribution to World Bank

PORTLESS – COUNTRY PROFILE

Your country is a developing nation with many resources but few opportunities to utilize them. You also do not have any access to the sea, or to other transportation facilities except through Zammu. Zammu charges a tariff on all goods going through its country. Because of poor education facilities in your country you cannot develop your own technology and must purchase it from a developed country or from the World Bank.

Population Profile:

Total Population 5
Agricultural Workers 4
Non-product population 1
Industrial Workers 0

Population Grows at 2 units per turn.
Population Control: for each 40 wealth points spent the increase can be cut in half.
For each 40 points spend on education you can convert agricultural workers to industrial workers. Additions to the population become agricultural workers unless you spend 20 wealth points on their education. They may not achieve such status for 1 turn.

Energy Profile:

Hydroelectric Power ..... 3 energy points

You have the capacity for up to 7 more hydroelectric energy points in your country that can be obtained for 30 wealth points per unit.
You have 50 fossil fuel points within your country that can be mined at the rate of 5 wealth points per unit.
You may purchase nuclear energy at the rate on the price sheet.

Natural Resources Profile:

You currently have 50 natural resource points and have the capability to produce at least 20 more each turn by using the exploration chart.

Mandated Annual Expenses:

5 Agricultural products
4 Wealth points per turn for government expenses
6 Wealth points per turn for maintaining mines and power.

THE WORLD BANK – ORGANIZATION PROFILE

The World Bank has 3 separate Accounts.

A) 1,000 Wealth Points for loans to countries for 1 turn at 10% interest. This account is for emergencies if their planning did not work or if they are in danger of collapse. All countries must vote on the loan with a simple majority deciding in favor. Voting Power:

Megaland	7 votes
Scandia	4 votes
Tropicana	2 votes
All others	1 vote

Uralia is not a member but can join for 100 Wealth Points and will have a voting power of 5. (Each turn costs 40 Wealth Points.)

B) Investment Loan Account: 300 Wealth Points for long-term loans to developing countries for the development of appropriate technologies, exploration for natural resources or new sources of energy. These loans can last for up to 4 turns at 5%. The Bank alone decides on these loans.

C) Aid Account: These loans are free for 3 turns. They can be for any purpose in a developing country. The Bank decides on whether or not they are given.

Rules:

1. No country that has defaulted on a loan can receive another loan.
2. The World Bank can set up a storehouse of natural resources, agricultural products or technology points with money from its investment loan account.
3. Any country not contributing on an annual basis to the World Bank forfeits its voting rights until a contribution is made.
4. 20% of all contributions must go into the Emergency Account (A) but bank directors can decide how to apportion the remaining monies.
5. If any country is in danger of famine, the World Bank directors can apply sanctions to any other country that refuses to help. (Loss of voting privileges, suspension of trade for one turn, recalling of all loans.)

THE UNITED NATIONS ENERGY CONFERENCE

The United Nations Energy Conference (UNEC) is essentially a research organization that will undertake specific research projects for member countries. Its primary initial task is to develop alternative energy points. It can also undertake to research fusion, or to make loans for development of other energy sources.

Research does not always work, however, and a die roll must take place to determine if the project was successful. Any research undertaken by the UNEC is available to all nations, unlike research undertaken by individual countries which works only for them.

Form of Energy	Cost of Research	Success (die roll)	Results
Solar	50 Wealth Points (success takes 1 turn of research)	2,4,5,6	Countries can use solar energy for agriculture.
Nuclear Waste Disposal	500 Wealth Points invested over 3 turns	1,3,5	Cuts cost of nuclear energy by 1/3
Fusion	300 Wealth Points on the 1st turn with an increase of 100 Wealth Points per turn for 6 turns.	2,4	Fusion is 20 times as powerful as other energy and each point costs 10 Wealth Points.
Conservation	For 20 Wealth Points the UNEC can research conservation for any developing country buying or creating energy. The investment takes 1 turn but all energy points secured that turn are conservation energy points.		

Research on solar energy, or Nuclear Waste, that is not successful must be begun again. If Fusion energy research is not successful, research can continue at the same rate, with 1 number added to the die roll for each turn for success, in this order 6, 1, for up to 2 turns.

After turn 4, the UNEC can research application of solar energy to industry for 100 Wealth Points. The success is the same as the original solar research, but can only apply to those countries who have 80% of their energy in Conservation energy points.

Appendix 2

Admission of Member States to the United Nations by Year

1945	Argentina	24 Oct. 1945
	Brazil	24 Oct. 1945
	Byelorussian SSR	24 Oct. 1945
	Chile	24 Oct. 1945
	China	24 Oct. 1945
	Czechoslavakia	24 Oct. 1945
	Denmark	24 Oct. 1945
	Dominican Republic	24 Oct. 1945
	Egypt	24 Oct. 1945
	El Salvador	24 Oct. 1945
	France	24 Oct. 1945
	Haiti	24 Oct. 1945
	Iran	24 Oct. 1945
	Lebanon	24 Oct. 1945
	Luxembourg	24 Oct. 1945
	New Zealand	24 Oct. 1945
	Nicaragua	24 Oct. 1945
	Paraguay	24 Oct. 1945
	Philippines	24 Oct. 1945
	Poland	24 Oct. 1945
	Saudi Arabia	24 Oct. 1945
	Syrian Arab Republic	24 Oct. 1945
	Turkey	24 Oct. 1945
	Ukrainian SSR	24 Oct. 1945
	USSR	24 Oct. 1945
	United Kingdom	24 Oct. 1945
	United States of America	24 Oct. 1945
	Yugoslavia	24 Oct. 1945
	Greece	25 Oct. 1945
	India	30 Oct. 1945
	Peru	31 Oct. 1945
	Australia	1 Nov. 1945
	Costa Rica	2 Nov. 1945
	Liberia	2 Nov. 1945
	Colombia	5 Nov. 1945
	Mexico	7 Nov. 1945
	South Africa	7 Nov. 1945
	Canada	9 Nov. 1945
	Ethiopia	13 Nov. 1945
	Bolivia	14 Nov. 1945
	Venezuela	15 Nov. 1945
	Guatemala	21 Nov. 1945
	Norway	27 Nov. 1945
	Netherlands	10 Dec. 1945
	Honduras	17 Dec. 1945
	Uruguay	18 Dec. 1945
	Ecuador	21 Dec. 1945
	Iraq	21 Dec. 1945
	Belgium	27 Dec. 1945
1946	Afghanistan	19 Nov. 1946
	Iceland	19 Nov. 1946
	Sweden	19 Nov. 1946
	Thailand	16 Dec. 1946
1947	Pakistan	30 Sep. 1947
	Yemen	30 Sep. 1947
1948	Burma	19 Apr. 1948
1949	Israel	11 May 1949
1955	Albania	14 Dec. 1955
	Austria	14 Dec. 1955
	Bulgaria	14 Dec. 1955
	Democratic Kampuchea	14 Dec. 1955
	Finland	14 Dec. 1955
	Hungary	14 Dec. 1955
	Ireland	14 Dec. 1955
	Italy	14 Dec. 1955
	Jordan	14 Dec. 1955
	Lao People's Democratic Republic	14 Dec. 1955
	Libyan Arab Jamahiriya	14 Dec. 1955
	Nepal	14 Dec. 1955
	Portugal	14 Dec. 1955
	Romania	14 Dec. 1955
	Spain	14 Dec. 1955
	Sri Lanka	14 Dec. 1955
1956	Morocco	12 Nov. 1956
	Sudan	12 Nov. 1956
	Tunisia	12 Nov. 1956
	Japan	18 Dec. 1956
1957	Ghana	8 Mar. 1957
	Malaysia	17 Sep. 1957
1958	Guinea	12 Dec. 1958
1960	Benin	20 Sep. 1960
	Central African Republic	20 Sep. 1960
	Chad	20 Sep. 1960
	Congo	20 Sep. 1960
	Cyprus	20 Sep. 1960
	Gabon	20 Sep. 1960
	Ivory Coast	20 Sep. 1960
	Madagascar	20 Sep. 1960
	Niger	20 Sep. 1960
	Somalia	20 Sep. 1960
	Togo	20 Sep. 1960
	United Republic of Cameroon	20 Sep. 1960
	Upper Volta	20 Sep. 1960
	Zaire	20 Sep. 1960
	Mali	28 Sep. 1960
	Senegal	28 Sep. 1960
	Nigeria	7 Oct. 1960
1961	Sierra Leone	27 Sep. 1961
	Mauritania	27 Oct. 1961
	Mongolia	27 Oct. 1961
	United Republic of Tanzania	14 Dec. 1961
1962	Burundi	18 Sep. 1962
	Jamaica	18 Sep. 1962
	Rwanda	18 Sep. 1962
	Trinidad and Tobago	18 Sep. 1962
	Algeria	8 Oct. 1962
	Uganda	25 Oct. 1962
1963	Kuwait	14 May 1963
	Kenya	16 Dec. 1963
1964	Malawi	1 Dec. 1964
	Malta	1 Dec. 1964
	Zambia	1 Dec. 1964

1965	Gambia	21 Sep. 1965
	Maldives	21 Sep. 1965
	Singapore	21 Sep. 1965
1966	Guyana	20 Sep. 1966
	Botswana	17 Oct. 1966
	Lesotho	17 Oct. 1966
	Barbados	9 Dec. 1966
1967	Democratic Yemen	14 Dec. 1967
1968	Mauritius	24 Apr. 1968
	Swaziland	24 Sep. 1968
	Equatorial Guinea	24 Nov. 1968
1970	Fiji	13 Oct. 1970
1971	Bahrain	21 Sep. 1971
	Bhutan	21 Sep. 1971
	Qatar	21 Sep. 1971
	Oman	7 Oct. 1971
	United Arab Emirates	9 Dec. 1971
1973	Bahamas	18 Sep. 1973
	German Democratic Republic	18 Sep. 1973
	Federal Republic of Germany	18 Sep. 1973
1974	Bangladesh	17 Sep. 1974
	Grenada	17 Sep. 1974
	Guinea-Bissau	17 Sep. 1974
1975	Cape Verde	16 Sep. 1975
	Mozambique	16 Sep. 1975
	Sao Tome and Principe	16 Sep. 1975
	Papua New Guinea	10 Oct. 1975
	Comoros	12 Nov. 1975
	Suriname	4 Dec. 1975
1976	Seychelles	21 Sep. 1976
	Angola	1 Dec. 1976
	Samoa	15 Dec. 1976
1977	Djibouti	20 Sep. 1977
	Viet Nam	20 Sep. 1977
1978	Dominica	18 Dec. 1978
	Soloman Islands	19 Dec. 1978
1979	Saint Lucia	18 Sep. 1979
1980	Zimbabwe	25 Aug. 1980

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Appendix 3

The Agenda of the General Assembly

1949

POLITICAL AND SECURITY QUESTIONS
Palestinian Question
Indonesian Question
Threats to the Independence and Territorial Integrity of Greece
Disposal of Former Italian Colonies
The India-Pakistan Question
The Berlin Question
Problem of the Independence of Korea
Threats to the Independence and Territorial Integrity of China
The Hyderabad Question
Treatment of People of Indian Origin in South Africa
The Question of Franco Spain
The Free Territory of Trieste
Observance of Human Rights and Fundamental Freedoms
Appeal to the Great Powers
The Essentials of Peace
Work of the Atomic Energy Commission
Work of the Commission for Conventional Armaments
Work of the Military Staff Committee
Admission of New Members
The Interim Committee of the General Assembly
Promotion of Internation Cooperation in the Political Field
UN Field Service and UN Panel of Field Observers
Voting in the Security Council

ECONOMIC QUESTIONS
Economic Development of Under-Developed Areas
Economic Stability and Full Employment
Measures to Increase Food Supplies
Training in Public Administration
Discrimination in International Trade
Statistical Activities
Proposed Economic Commission for the Middle East

SOCIAL, HUMANITARIAN AND CULTURAL QUESTIONS
Human Rights
Freedom of Information
Refugees, Displaced Persons, and Stateless Persons
UN Children's Fund (UNICEF)
UNAC
International Control of Narcotic Drugs
Population and Migration Questions
Question of Coordination, Consultation and Implementation in Economic and Social Matters
Relations with Specialized Agencies
Implementation of Recommendations on Economic and Social Questions

QUESTIONS CONCERNING NON-SELF GOVERNING TERRITORIES
Trusteeship and Related Questions

ADMINISTRATIVE QUESTIONS
Composition of the Secretariat and the Principle of Geographical Distribution
UN Staff Pension Fund
Amendment to the UN Provisional Staff Regulations
Establishment of an Administrative Tribunal
Organization of a UN Postal Administration
UN Telecommunications System

LEGAL QUESTIONS
Reparations for Injuries Suffered in Service of the UN
Development and Codification of International Law
Genocide
Declaration of Death of Missing Persons
Privileges and Immunities of the UN
Registration and Publication of Treaties and International Agreements
Permanent Missions to the UN
Permanent Invitation to the Secretary-General of the Organization of American States (OAS)
Headquarters of the UN

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POLITICAL AND SECURITY QUESTIONS
Disarmament:
- General and Complete Disarmament
- Questions of the French Nuclear Tests in the Sahara
- Prevention of Wider Dissemination of Nuclear Weapons
- Supervision of Nuclear and Thermo-Nuclear Weapons Tests

Peaceful Uses of Outer Space
Questions Relating to the Use of Atomic Energy
The Middle East:
- Palestinian Question
- Aid to Refugees
- UN Emergency Force (UNEF)
- Communications Concerning the United Kingdom and Yemen

Hungary
Africa:
- Questions of Algeria
- The Race Conflict in South Africa and the Treatment of People of Indian Origin in South Africa
- Communications from Tunisia and France

Questions Relating to Asia and the Far East:
- The Question of Laos
- The Question of Tibet
- The Question of Korea
- The Question of the Representation of China
- The India-Pakistan Question
- Relations between Cambodia and Thailand

Questions Relating to the UN Charter and Organs of the UN
- Questions of Enlarging the Security Council, Economic and Social Council (ECOSOC), and the International Court of Justice (ICJ)
- Question of the Composition of the Trusteeship Council
- Question of Equitable Geographical Representation in Electing General Assembly Presidents

Communications Concerning Nicaragua
Communications Concerning Panama

ECONOMIC AND SOCIAL QUESTIONS
Long-Term Economic Projection Techniques and World Economic Development
International Economic Cooperation
Developments of World Market and Improvement of Trade Conditions in Less Developed Countries (LDCs)
International Trade Development and Commodity Problems
Latin American Common Market

Economic Development of Less Developed Countries (LDCs):
- UN Special Fund
- Technical Assistance Programs
- Proposal for UN Capital Development Fund
- Industrialization
- Cooperation for Development of LDCs

Human Rights
Civil and Political Rights
Rights of Children
Prevention of Discrimination and Protection of Minorities:
  Discrimination in Education
  Discrimination in Employment and Occupation
  Discrimination in Religious Rights and Practices

Status of Women:
  Political Rights
  Status in Private Law
  Nationality of Married Women
  Equal Pay for Equal Work
  Economic Opportunities
  Access to Education

Freedom of Information
Right of Asylum
Trade Union Rights
Victims of Experiments in Nazi Concentration Camps
Refugee Questions:
  The World Refugee Year
  International Protection
  Repatriation and Resettlement
  Assistance Programs

World Social Situation:
  Social Development Programs
  Population Questions
  Housing, Building and Planning

Social Defense:
  Prevention of Prostitution and Suppression of Traffic in Persons
  Juvenile Delinquency
  Study of Capital Punishment Question

UN Children's Fund (UNICEF)
Control of Narcotic Drugs
Coordination and Organizational Matters
International Technical, Scientific, Educational and Cultural Cooperation
Exchange of Scientific and Technical Experience
Exchanges in Fields of Education, Science and Culture
International Cooperation in Cartography
Questions Concerning Health

QUESTIONS CONCERNING NON-SELF GOVERNING TERRITORIES AND THE INTERNATIONAL TRUSTEESHIP SYSTEM
Transmission of Information on Non-Self Governing Territories
The Question of South-West Africa
Operation of the International Trusteeship System
Conditions in Trust Territories

LEGAL QUESTIONS
Diplomatic Intercourse and Immunities
Treaties and Multilateral Conventions
UN Conference on the Elimination or Reduction of Statelessness

ADMINISTRATIVE AND BUDGETARY QUESTIONS
Administrative Arrangements:
  Geographical Distribution of Secretariat Staff and Proportion of Fixed-Term Appointments
  Definition of Dependency
  Pension Questions

Organization and Management of Work of the Secretariat
Public Information Activities of the UN
The UN Library
Modernization of Palais des Nations
UN building in Santiago
Audit Report
UN Memorial Cemetery in Korea

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POLITICAL AND SECURITY QUESTIONS

Disarmament and Related Matters:
- General and Complete Disarmament
- Question of Chemical and Biological Weapons
- Need for Supervision of Nuclear and Thermo-Nuclear Tests
- Question Pertaining to the Conference of Non-Nuclear Weapon States

Peaceful Uses of Outer Space:
- Legal Aspects
- Scientific and Technical Aspects

Question of Promoting the Peaceful Uses of the Sea-Bed
The Strengthening of International Security
Questions Concerning the Use of Atomic Energy:
- Annual Report of the International Atomic Energy Agency (IAEA)

Review of the Question of Peace-keeping Operations
Questions Relating to Africa:
- Concerning South Africa's Apartheid Policy
- UN Trust Fund for South African Refugees
- The Situation in Southern Rhodesia
- The Question of Namibia
- Relations between African States and Portugal
- Relations between Equatorial Guinea and Spain
- The Situation in Nigeria
- Manifesto on Southern Africa

Questions Relating to Asia and the Far East:
- Representation of China in the UN
- Questions Pertaining to Korea
- Complaints by Cambodia Relating to US and South Vietnamese Forces
- Relations between Cambodia and Thailand
- The India-Pakistan Question
- Questions concerning West New Guinea

Questions Relating to Europe:
- Situation in Northern Ireland
- Strengthening European Security

Questions Concerning Latin America:
- Relations between El Salvador and Honduras
- Complaint by Haiti

Situation in the Middle East:
- Status of the Cease-Fire
- Questions Relating to the Treatment of Civilian Populations in Israeli-Occupied Territories
- The situation in and around Jerusalem and its Holy Places
- Question of Oman
- Relations between Iran and Iraq

Assistance to Refugees in the Near East
Situation in Cyprus
Questions relating to Membership in the UN and the UN Charter

ECONOMIC AND SOCIAL QUESTIONS

The World Economic Situation
The Second UN Development Decade
UN Operational Activities for Development
Trade and Development
Application of Science and Technology to Development
Use and Development of Non-Agricultural Resources
Problem of the Environment
Role of the Regional Economic Commissions in the Second UN Development Decade
Social Development Policies
UNICEF
Questions Relating to Youth
Assistance to Refugees
Narcotic Drugs

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Human Rights:
- Prevention of Discrimination and Protection of Minorities
- Fundamental Freedoms (Violations of)
- Status of Women
- Implementation of Recommendation of International Conference on Human Rights
- Observance of International Year for Human Rights
- Advisory Services

Coordination and Organizational Questions
Economic and Social Consequences of Disarmament
Establishment of the Inter-governmental Tourism Organization
Role of the Cooperative Movement in Economic and Social Development

QUESTIONS RELATING TO TRUST AND NON-SELF GOVERNING TERRITORIES
Conditions in Individual Trust Territories
Question Concerning Individual Territories and Independence
The Question of Namibia
Territories Under Portuguese Administration

LEGAL QUESTIONS
The Law of Treaties
Special Missions
Principal of International Law Concerning Friendly Relations and Cooperation Among States
Question of Defining Aggression
International Trade Law
Program of Assistance to Promote Teaching and Knowledge of International Law
Questions Relating to the Rules of Procedure of UN Organs
Developments Relating to Article 19 of the UN Charter

1979

POLITICAL AND SECURITY QUESTIONS
Middle East:
- Egyptian-Israeli Peace Treaty
- Situation in Middle East
- Question of Palestine
- Occupied Territories
- Peace-keeping Forces

Cyprus
Indochina and Refugee Question
Korea
Southern Africa and Decolonization
- Apartheid
- Namibia
- Zimbabwe/Rhodesia

Other Colonial Issues

Disarmament:
- Limitations of Strategic Arms
- Controlling the Development, Deployment and Use of Arms
- Non-Proliferation and Regional Disarmament
- Enhancing International Security
- Questions of Relationship between Disarmament and Development

ECONOMIC QUESTIONS
Restructuring of World Production and Industrialization of LDCs
Trade and Protectionism
Inflation and Energy
Debt Relief and Monetary Reform
Transfer of Resources
Commodities
Food Problems
Science, Technology and Transnationals:
- Code of Conduct on the Transfer of Technology
- Transnational Corporations (TNCs)

HUMAN RIGHTS AND SOCIAL ISSUES
Human Rights
Social and Humanitarian Issues:
- The World Social Situation
- Women
- International Year of the Child
- Youth, Aged and the Disabled
- Population
- Drugs
- Disaster Relief

LEGAL ISSUES
Law of the Sea
Outer Space
Terrorism and Hostages
Trade and Economic Law

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Appendix 4

Lists of Conferences and Special Sessions

1972 World Environment Conference

1974 World Food Conference

1974, 1975 Sixth and Seventh Special Sessions of the United Nations General Assembly (New International Economic Order)

1975 UN Conference on Decade for Women

1976 World Conference on Employment, Income Distribution and Social Progress, and the International Division of Labour

1976 HABITAT: UN Conference on Human Settlements

1976 UNIDO II (Industrialization)

1976, 1979 UNCTAD IV and UNCTAD V (Trade)

1977 World Water Conference

1978 UN Conference on Technical Cooperation Among Developing Countries

1979 World Conference on Agrarian Reform and Rural Development

1979 UN Conference on Science and Technology for Development

1980 Decade for Women: Peace, Equality and Development

1980 Eleventh Special Session of the General Assembly (NIEO)

The United Nations Association of the United States of America (UNA-USA) is a national organization which conducts programs of research, study and information to:

- Heighten US public awareness and increase public knowledge of global issues and their relation to the United Nations system;
- Encourage, where appropriate, multilateral approaches in dealing with these issues:
- Build public support for constructive US policies on matters of global concern; and
- Enhance the effectiveness of the United Nations and other international institutions.

UNA-USA carries out its programs through a newtork of national and community organizations and leaders. This network is comprised of 175 chapters and divisions throughout the country and 130 affiliated national organizations. The prominent citizens who participate in its programs come from business, labor, the professions and academia as well as from senior positions in the US Government and the United Nations.

UNA-USA also provides special information and education services on UN-related matters and international affairs for student groups, the media, and Congress and for groups inside and outside the US Government who affect policy. UNA-USA is a private, non-profit, non-partisan organization.

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